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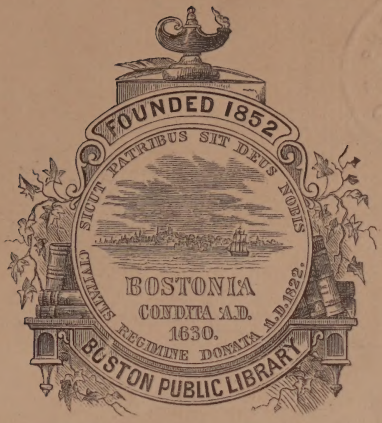

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AN

APPEAL TO THE PUBLIC:

IN A CASE OF CRUELTY,

INFLICTED ON A CHILD OF MR. JAQUITH,

AT THE

MAYHEW SCHOOL IN HAWKINS-ST.

BY WM. CLOUGH,

SHOWING THE METHOD AND MEANS MADE USE OF,

BY A FEW OF MR. CLOUGH'S PARTIZANS,

TO SUSTAIN HIM IN OFFICE,

AGAINST

THE WISHES OF THE PEOPLE:

TOGETHER

WITH OTHER MATTER.

BOSTON:

PUBLISHED FOR THE BENEFIT OF THE PUBLIC.

1832.

Fellow Citizens,

THE late decision of the School Committee, and the injustice of that decision, has induced me to lay the following pages before you. I have two objects in view: First, in showing what cruel barbarity has been carried on in the Mayhew School for the last two years under Mr. Clough—and, secondly, to show the means, the manner, and method made use of by a few of Mr. Clough's partizans to sustain him in office, against the wishes of the people in that district. With these objects in view, I proceed with the *case of my Son.*

Previous to the Monitorial System going into operation, my son went to the Derne-street School, fifteen or eighteen months, under the instruction of Mr. Robinson and Mr. Whitney—during this time he was never struck a blow to leave a mark by these masters: he learnt more in the first three months, under these instructors, than he did under Mr. Clough in one year. When the boys system went into operation, he was transferred to the Mayhew School under Mr. Clough; here he had to pass through scenes of humiliation and degradation, such as being whipped for not fetching a new writing book, the day the old one was filled, and for not getting hard lessons, that no boy could get, and a number of minor offences: He stood it from month to month until the fatal day arrived that almost sealed his life—On that day he was reading and came to the word *characteristick* and could not pronounce it: the boy had an impediment in his speech (born so); he was sent up to Mr. Clough, and beat by this inhuman man until the blood started out of his back, through thick clothes. How the boy got

home, I could not conceive, he could hardly stand. On entering the house, he just made out to inform his mother, he believed the master would kill him. I arrived home soon after, and the first object that came to my view was, my wife attempting to administer some medicine to cool his lacerated back, the scene was distressing to my family—as soon as the boy could speak, so as to tell who did it, I started to find Mr. Clough, resolved to have revenge, or perish in the attempt. I was soon at the school house, and met a boy coming out of the yard, I inquired if Mr. Clough was in the school, the boy said he had been gone about ten minutes. I came back and attempted to eat my dinner, but my appetite was gone ; on reflecting and thinking a few minutes, I made up my mind to take another course—that course I have pursued to the present time, in unmasking and exposing a cruel and vindictive master—cruelty to scholars unheard of in modern times, I know of no case (except a case of a Mr. Arnold in New-Hampshire) its equal.

The day of investigation arrived, that the School Committee was to examine my case with a number of others, it occupied several afternoons, but a number of parents would not come forward, they said they should get no satisfaction from the school committee, (too truly.) Mr. Clough brought a number of boys in his defence.—If I can understand language, they all to a boy gave their evidence more against Mr. Clough than in his favor. The monitor of the class acknowledged that my son could not sound two letters in that word. A second boy acknowledged before the board, that my son was a remarkable good boy—a third and fourth answered to the same purport. Now for the satisfaction of the public, I will give Mr. Clough's story. He says he told the boy to call the letters, and he repeatedly called them

wrong. It was proved that the boy was crying, and one of Mr. Clough's witnesses, said before the committee, he did not think that the boy could see his letters distinctly in his situation. Now, Mr. Clough, if you whipped the boy for not calling the letters right, what must you think of your own witness, who says the boy was crying and could not see,—we will pass by this for the next. *Now comes the rub*—Mr. Clough said the boy did at last pronounce that word. Now what does the monitor say (his own witness) he said in the presence of fifty people, that Mr. Jaquith's son had an impediment in his speech, and could not sound the letters *r* and *s* together in the word *characteristick*. Now if he could not sound those letters, how was he to pronounce the word, these two witnesses have contradicted each other, and in my opinion, Mr. Clough must appear contemptible in the eyes of every rational being, to abuse a boy as he did mine, and then to resort to falsehood, to get out of the scrape. If the monitor told the truth, Mr. Clough must have told a falsehood,—the boy never did pronounce that word, notwithstanding Mr. Clough's assertion to the contrary.

Is there a man in the community, that believes this boy would stand and be beat until blood started out of his back through stubbornness, when it was proved he was a remarkable good boy? Have I not detected Mr Clough of a gross falsehood already, in a case of Mr. Frost's child? I conceive I have. Mr. Clough found himself in a critical situation, he must make one effort to extricate himself, at the expense of falsehood.

I was satisfied that another such beating would endanger the boy's life. I took him away, as many others have done, from that school. The public schools are intended for a public benefit, and a public blessing, but the Mayhew School has been made by Mr. Clough, a public

evil. And recently, four hundred citizens as respectable as any in the city, have petitioned to have this evil removed. About the time of this last act of the drama, on my son, you could hardly enter a street at the west part of the city, without finding more or less complaints against this man. Mothers weeping over their offspring's lacerated backs, praying in secret against this cruel man.

I will now examine some of the means taken to sustain Mr. Clough in his office. I am sorry to drag names out, but I am determined to state things as they have existed. Mr. *Daniel Parkman* said before the School Committee that he should regret to have Mr. Clough removed, very much indeed, for he considered that his mother's real estate had risen five per cent. in value since Mr. Clough came to that school. Whoever heard of this system of instruction, where cruelty is practiced to benefit those in affluence. This gentleman's whole mind appeared to me, to be absorbed in his mother's real estate. Now the writer of this, in common with a number of other parents, do protest in a most solemn manner against having our children's backs lacerated in the manner they have been, for the purpose of raising the value of real estate, to benefit the rich. Next comes Dr. Parkman, he made a strenuous effort to sustain Mr. Clough in soliciting names. I will mention what took place with a few that he called upon—He called at one place in a great hurry with a paper in his hand and says, Mr.————I want you to put your name to this, the gentleman being busy—after a word or two he signed it, knowing him to be a respectable gentleman. When this gentleman came to know what the Dr.'s object was, and the purport of that paper, he goes to the Dr.'s house, and demands his name from that paper, and forbids the Doctor to make use of his name in any manner or shape

in this affair. The Dr. goes to another place, this gentleman's language was this: "Dr. Parkman you have come to the wrong place for names, for I do know, what my eyes have seen that Mr. Clough is not a suitable man to keep any school, but a disgrace to the city." He goes to another, and he observed that Mr. Clough was not fit to be an hostler in his stable. He says, if Mr. Clough should beat one of my horses as he did Mr. Jaquith's child, he would beat him so, that he should not be able to go out of his stable. Another refused to sign, unless the conditions were to remove him out of the city. These were the answers given to the Dr. by a few, or the purport of them. I would not have gone round myself and received the answers that were given to the Doctor, and the contempt shown to the object, for half the gold the Doctor is worth. Mr. Capen, also went ronnd in the shade of the evening, with a paper in his hand to solicit names, to say they should regret to have himself and Mr. Clough removed. I shall make no comments on this, it speaks for itself—only that he got disappointed in some places. Do either of the Mr. Parkman's send any children to the *Mayhew School*? Ans. No.

I will now examine or refer to a piece in the Boston Patriot signed a Citizen (a fictitious name—assassin-like, when it is touching another man's character); this writer says, that two of the committee men said, that the skin on Mr. Jaquith's son's back was not broken. Now if those two men did say so, they said that which was not true, for they heard the testimony given in by a responsible man, that the blood was oozing out of his back, and the boy's shirt, when taken off that night, was spotted with blood. The only committee men that ever saw my son's back were Mr. Armstrong and Mr. Emerson.

Did these gentlemen calculate to impeach my witnesses, or did they intend to bias other members in the final decision by making such a statement. I have no apology to make to either of these gentlemen, they were partizans of Mr. Clough. When each of them had complaints made to them of Mr. Clough's cruelty from month to month,—what did these two gentlemen do to stop such cruelty. Mr. Armstrong told Mr. *Rupp*, in the case of *his* child, that he would stop it—that was all he did do. A number of cases occurred after—I will mention a few other statements connected with these two committee men. It was supposed by judicious persons, that Mr. Emerson would not consent to stand for a new election; it seems he did, and the gentleman received about ninety votes out of three or four hundred—so much for being associated with Mr. Clough. Mr. Armstrong was a candidate for the Legislature : the excitement in Ward 5, was so great against him, that he received, if I mistake not, a little over fifty votes, where he once obtained three or four hundred. I come now to another person, (Mr. Clough was put to his trumps and found himself tottering, he had men to work towards the north part of the city, endeavoring to procure names)—I mean Mr. Thomas Barnes (who sends no children to this school), a gentleman that meddles with nobody's business, to show the influence of this man at that section of the city. He acknowledged to me before witnesses, that he did go round and procured three whole names for *Mr. Clough.* A few other statements, and I will close the subject of cruelty. A *Mr. Shattuck* had a son beat at this school, with a raw cow hide, and cut up from his shoulders to his legs. A Mr. Tothhill had a son cut up with a raw cow hide, from his neck to his ancles, in the same school; and what astonishes every one, I have conversed with,

is the trifling offences committed by said boys.—Boys seven years old have been whipped so, they could not lay on their backs, and now there are a few, (but a small part of the community at large) that want to sustain Mr. Clough, in all his unjust and vindictive cruelty. Shame on you—a disgrace to the age we live in, and a stain on our once famed city, for our free schools.

I will now prove to any impartial man, Mr. Clough's vulgarity in nick-naming scholars. Mrs. Slater sent a son to this school, Mr. Clough nick-named him *Bashaw with two tails*, the boy became dissatisfied in being called so, and Mrs. Slater was obliged to take her son away.

Mr. Earl had a son that was called *Count Earl*, the boy was very much against going to school to be nick-named by the master; Mr. Earl had to take his son away. Mr. Burbeck had a son named, by this great instructor *Hammer-handle**—it worked upon the boy's feeling to such a degree, that he told his mother he did not want to go to School any more: his mother told him to go to school, and if the master called him Hammer-handle any more, not to answer him: the boy went, and in a day or two Mr. Clough called him out by the name of Hammer-handle, no answer was given; he called him again and again, no answer. Mr. Clough advanced towards him and said, why don't you answer me—That is not my name, Sir:—my mother told me if you called me *hammer-handle* again, not to answer you. If this is not a mean and dirty act, in nick-naming children, call it what you please. *Rhymes*, I will only mention one out of a number:—"Come up here you Henry Burr, and I will tickle your *fur*." This would set the boys a laughing, and then some of them would get a tremendous flogging. Such is a part of a short history of two years at the Mayhew School.

* Possibly some of these charges may be against Mr. Capen.

A case of Mrs. Binney's I will mention, for the benefit of the public; it bore hard upon two boys. Mrs. Binney's son was induced to stay at home on account of a humor settled in his legs, five or six weeks. When he went to school again, Mr. Clough asked him why he staid so long at home--the boy told him. He said, no such thing, away with you down to the bottom of the school, along with your old couzin Chandler, where you belong. This was intended as a disgrace to the boy; it seems by this that a Chandler boy was there, that Mr. Clough had whipped some time since. (I refer the reader to Mr. Chandler's piece from the Boston Gazette, at the latter end.) Mrs. Binney's case is a cruel one; she has had to contend with this man in a number of cases that I will not mention here. How she could bear up under such treatment, as she has received from Mr. Clough, I cannot conceive. No one but Mr. Clough would be guilty of putting a woman to such trouble, to keep her children at school, as he has done. The complaints against this instructor is universal every where, that he is known. If I mistake not, he was in Ward 12, and staid until the people were dissatisfied with him there. Was he not in one of the High Schools, where he had to leave, to prevent a better man from leaving?--And now a few want to cram him down the throats of the people in that district, against their wishes. The time is coming, when this man will meet with just retribution for his unjust cruelty to children--public opinion I mean. It is computed that well on to one hundred children have been driven or taken away from the Mayhew School, by Mr. Clough's severe conduct towards them.

In an examination a short time since, before a subcommittee; a committee man from Ward 6, Samuel A. Wells, Esq. attacked me, in a personal allusion to a piece

published in the Boston Gazette, about shaking the ballot boxes over head. Such allusions before a committee to hear testimony, is in a bad taste, Mr. Wells. I did not suppose you would go out of your course of duty to hit me; it smelt a little Cloughish; but I can assure you, if you will move into Ward 5, you will feel the effects of the ballot boxes on the first election. I presume if you had a child beat by Mr. Clough as bad as I have, you would be found on the other side of the house. Do you recollect what a man said before the general committee last fall, that a poor man could not get any justice before a School Committee? I wish to ask the community one question: Supposing the Hon. Mr. Otis, or my particular friend, S. A. Wells, Esq. had had a child beat by Mr. Clough, as bad as some parents have—would not Mr. Clough have been kicked out of school, without any investigation.

It is currently reported, that a member of the School Committee said, that the petition signed by near four hundred citizens, was an insult to that body,—and instead of laying it on the table, it ought to be thrown under it. If any member did say so—I am sorry for it; it only shows what this man would do, if he had the power in his own hands, he would string up four hundred petitionors for expressing their own opinions, in a legal way.

Mr. Clough selected a few boys, that he thought he could depend upon to be witnesses. One of the number was requested to ask his father—here are the words; "Pa, Mr. Clough wants me to go down to be a witness for him to-morrow."—"Well, my son, if you can do Mr. Clough any good, go by all means."—"Why Pa, if I tell the truth, I cannot do Mr. Clough any good." The father replied, "then don't go." These are facts that cannot be refuted.

I applied to Alderman Russell a few days after the investigation had closed, for his private notes, taken when the witnesses were examined. Mr. Russell observed that he put his Notes into his drawer, and a day or two after he went to look for them, but they were gone. I leave it to the public to judge how those Notes disappeared out of Mr. Russell's drawer. Let it be remembered that Alderman Russell voted against Mr. Clough's cruelty. Was it determined by a few of Mr. Clough's partizans that no record should be found hereafter, of this investigation. N. B. Perhaps it is not generally known that each Alderman have a private drawer in the Mayor and Alderman's room.

The following is a copy of a letter sent to Mr. Emerson respecting my son—he was the Chairman of the sub-committee of Mr. Clough's school.

Boston, Oct. 11, 1831.

Mr. Emerson,

Dear Sir,—I shall decline to meet the School committee to-morrow, as proposed by you. I have one or two reasons—first, if my son is no better to-morrow than he has been to day, he will not be able to attend. I am afraid he has taken cold to day. His back and shoulders are very stiff, and my folks at this moment are bathing him.

I wish to ask, if you have not had complaints enough already against the same person for his savage barbarity to children, and what does it avail.—Has this monster in human shape been removed? No. Has the school committee deigned to make any complaint to him in person? Mr. Armstrong yesterday, and yourself to day, had evidence by my son's back, of his savage cruelty. The indignation in this neighborhood, for his cruelty to my son

is great, and the time I think has arrived, to cry aloud for justice. There is a responsibility some where, that has been neglected; and if there is no law to protect scholars against his [Mr. Clough] brutality, I will appeal to the community at large for redress.

Respectfully yours,

MOSES JAQUITH.

Rev. Mr. Emerson.

Extract from a letter written by my son, one hundred and thirty miles from this city, to his oldest sister.

"I attend School every day—the boys all like the master; he don't beat the boys as Mr. Clough did."

The following Petition was recently sent in, to have Messrs. Clough and Capen removed, signed by near four hundred citizens.

To the School Committee of the City of Boston.

The undersigned inhabitants of the City of Boston, fully appreciating the vast importance of the system of *public education*, and feeling a deep interest in the public schools of the city, beg leave to represent that the public *Will*, and *sentiments* in relation to their instructions should be consulted, and have its proper weight and influence. It is all-important, that the Men chosen to preside over these Seminaries, should be men of talents, and of virtue.—That they should be humane, judicious, capable, and every way qualified, to fill these stations. And believing that the course heretofore pursued by the present Instructor, and his Assistant of the Mayhew School, are neither *humane* nor *judicious*, nor such as to entitle them to the respect of a large number of the inhabitants; and exercising the right to remonstrate, we

do PROTEST against their being continued longer in office, and pray they may be removed accordingly.

Copy from the Record of the School Committee.

Friday, November 18.—The Board proceeded upon the consideration of the subject of the accusations against Messrs. Clough and Capen, master and sub-master of the Mayhew School. The following motion was made by Mr. Williams.

"*Resolved*, As the sense of this Board, that, under existing circumstances, the public interests require the removal of the master and of the assistant or sub-master of the Mayhew School from their respective stations, and that they be notified forthwith of the passage of this resolve."

Rev. Mr. Gannet moved the following amendment: to strike out all the words after "Resolved," and in lieu thereof to insert the following, viz.

"That after a long and patient examination of the grounds of complaint submitted by the memoralists and others against Mr. Clough, this committee do not find sufficient reason to dismiss him from office.

"At the same time they think proper to express to him through the Chairman, that he has, in their opinion, exceeded the bounds of the judicious exercise of authority intended to be conferred by article 6, chap. 1, sec. 2."

A division of the question being required, also the yeas and nays, the question was taken upon the adoption of the first paragraph of the proposed amendment, and it was decided in the affirmative.

Yeas—Messrs. Otis, Armstrong, M'Cleary, Bent, Binney, Harris, Streeter, Shipley, Emerson, Wells, Stevenson, Gannett, and Hales.—13.

Nays—Messrs. Oliver, Russell, Little, Williams, and Hall.—5.

Alderman Oliver made the following motion, which was read and ordered to be laid on the table:

"*Ordered*, That the practice of corporal punishment be hereafter dispensed with, and that all regulations of the school committee now in force inconsistent with this order be and the same hereby are repealed."

Adjourned to Wednesday next, 3, P. M.

In the committee, yesterday, the Order proposed by Alderman Oliver was submitted to a committee.

Of the thirteen that voted to retain Mr. Clough, some have been turned out of office by the people, and others have resigned.

The following is from the Boston Gazette of January, 1832. Although the writer has not designated the School. I have ascertained it is against Messrs. Clough and Capen of the Mayhew School, and the author is a man of responsible standing in the community.—He has since taken his child away from that School.

OUR PUBLIC SCHOOLS.

One of the first and most important subjects to which the attention of our new City Government will be called, is that of our Public Schools. The universal discontent and dissatisfaction of the citizens, show that the subject demands immediate attention. They want at least two more competent teachers in each of the Grammar schools —our boy teaching and moral government, amount to nothing, and worse than nothing. Boys are incompetent to this task—they may hear a lesson recited under the supervision of a master, but they are unfit to determine when a scholar is fitted for his standing. In the first place they have a vast deal of dignity to support—the least disrespect to them, is punished by trapping the scholar, impending his progress, mortifying him, and

keeping him back, and breaking down his courage. A scholar is not permitted to recite, in some of the schools, according to his book—but in a particular mode, which these boys direct from day to day; and as these boy teachers vary almost every day, what is pronounced right today, is wrong to-morrow, and the reverse next day; so that a scholar who could recite a book through at one lesson, has been kept over a year in this mode, learning and unlearning from day to day. The saving in the amount of money is very little, in hiring boys instead of men; and is much more extravagant, when the amount of instruction given is compared.

The writer can state one instance of the amount and value of instruction in one of these schools. A boy had been through Blaisdell's questions on the maps, through the grammar, and through seven sections of Coldburn's arithmetic, previous to entering this school: he has been there kept, drumming upon Blaisedell's questions, about fourteen months, and is not yet through; has been kept in Coulburn's arithmetic, and has not been allowed to go beyond the third section—and has not been allowed to study grammar at all. In about three months of that time, at home, in studying evenings, he has gone through the Geography more than ten times; has gone through thirteen sections of Coldburn's arithmetic; has gone through his grammar, and through Frost's exercises in parsing; has read Shakspeare, Scott's Napoleon, a history of England, a history of America, and several other books; so that the teachers, in lieu of trying to learn him any thing, must have only tried to see how much they could prevent his learning. I believe this is a fair sample of the amount of instruction given in this school. The public will judge, whether money, so laid out, is expended for the benefit of the public.

It has been said that our schools have heretofore been too expensive. But I think, in point of economy, too much money cannot be expended in giving instruction to all, provided, the amount is so expended as to give the most instruction that the sum is capable of affording.—What is thus expended, is saved in poor rates, in jails, in expenses of criminal prosecutions, in state prison ex-

penses, and more than treble, in the general prosperity, and the value of educated, over uneducated labor.

HANCOCK.

From the Boston Courier of Dec. 1831.

I had been simple enough in times past to suppose that our public schools were good places for children, and having no desire to see mine fare differently from those of my honest neighbors, determined to avail myself of such instruction as they afforded. I sent the only child I had who was old enough to go. A daughter. For a year or more she run the gauntlet with tolerable good luck. She was afterwards, however, brow-beaten and discouraged,—and finally, whipped. A conversation with the teacher convinced me that he had punished her without any provocation. This child had been under the care of other teachers, who had all remarked that her disposition was mild and amiable, and she had never before received a blow at home or abroad. I thought the case a cruel one, not on account of the bodily injury inflicted, but on account of the bad effect that a brutal and unprovoked attack upon the person of an innocent child must necessarily produce upon her mind. A recent decision of the fathers of the town, shows what is to be expected from that quarter upon such an occasion; the law affords no relief; a parent has no remedy, therefore, but to right himself upon the spot, in obedience to those promptings of nature which teach every one to defend his own offspring. And who shall say that this is not a father's duty? If violence and brute force must prevail, it is a poor rule that won't work both ways.

Upon inquiry, I found that many other children had fared worse than mine. The parents were grieved and exasperated, but could not exert influence enough to obtain a suitable attention to their case. Complaints too, I discovered, were equally loud from other schools.

I was eventually compelled, as hundreds have been before, to take the child away, and turn her into the street, or send her at considerable expense to a private school. Whilst prosecuting my inquiry, one instance of school discipline came to my knowledge, from and undoubted

source, that I will mention for the amusement of the School Committee.

A poor man called by mistake upon a superintendant of the primary schools, with a complaint that his son had been cruelly flogged by a schoolmaster. The child was with him, and showed his hand that had been beaten until it was black and swollen with the bruises, and the swelling extended to the elbow and above it to such a degree that the hand and arm could neither be straitened nor used. The father, who is not a bank director, nor an esquire, nor even an honorable, but an untitled individual who drags a hand-cart for a living, was requested to go with his complaint to one of the school committee who lived near at hand. When the name was mentioned, "No," said the father, "a poor man will get no justice there, I will go and take my satisfaction out of the master's hide." He was with much difficulty restrained from seeking this only practicable mode of redress, but at length concluded, as a thousand others have done, (my poor self among the rest) to pocket the abuse and take his boy home. What was the result? The man was unable to put his child to any other school, and he is now to be found about the streets and wharves, engaged in the thriving employments of licking molasses and catching smelts.

If this were a solitary case, it would be bad enough, but others of a more aggravated nature are very common.

Thus it is, that many citizens who contribute to the public fund are unable to derive any benefit from it, without exposing their children to be more cruelly beaten than truck horses. And here it is well worthy of remark that the Same city authorities who arrest and fine individuals for cruelly whipping dumb animals, afford no redress in cases where the "human form divine," in the shape of a poor man's child is maimed and lacerated by a schoolmaster. Yet we never hear of a man's beating his horse to the injury of any limb, or to disable him from work, whilst instances are not wanting where the schoolboy is sent home cripled for days and weeks, by the scourging of these chosen guardians of his tender years.

There are few parents who can conveniently afford to send their children to a private school, who are now willing to put them where they are sure of nothing but a whipping, or if any thing useful is acquired, to be obtained only under the influence of bodily fear; to say nothing of the effect that these daily exhibitions of impatience, severity, and want of self-command must have upon the child's disposition through life.

Let every man who has a child to send to school, or ever expects to have one, ask himself this question—"*If it is not my business to see into this matter, whose business is it?*"

GRUMBLER.

In an examination of complaints before the School Board against Mr. Clough, the Chairman (the Hon. Mr. Otis) observed, if there was any other man had charges to make, to come forward. I having a list of names, to prevent any confusion in the business—Spoke in a low voice. Mr. Such-a-one, (name forgot. This privilege was granted to Mr. Clough without any objection.) The chairman, Mr. Otis, observed to me, "Mr. Jaquith, you should not come here to prevent a man from getting his bread" (This remark caused some sharp shooting between an Alderman and the Chairman): The meaning I conceived to be this: if Mr. Clough was turned out of office, he had no other means of support. (Mr. Clough would take it an insult, if any one should rate him under five thousand.) Conceiving such remarks from a gentleman of Mr. Otis' standing, as unbecoming and unjust, induced me to write the following letter to the School Committee, which was delivered to Mr. Otis, with my own hand.

To the General Board of the School Committe,
City of Boston.

GENTLEMEN,—In the examination of witnesses on Friday last before your board, against Messrs. Clough and Capen. It was observed by the Chairman, that "I

should not come there to prevent a person from getting his bread;" or words to that effect. Now gentlemen, it is a notorious fact that I came there, with some of my fellow citizens, to substantiate serious charges against Messrs. Clough and Capen, as set forth in our Memorial.

Presuming that I should have that respect shown me, which every good citizen is entitled to; endeavoring myself to show that respect to your board that every good citizen ought to. That remark from the Chairman wounded my feelings in some degree. In my humble opinion it was prejudging the case before your board, as was observed by many gentlemen after the meeting had adjourned. If your board should think proper to take any notice of this communication, I should be willing at any time to receive it from your board, as you may think just.

In my opinion that remark from the Chairman would not have been made against a citizen of wealth and high standing; presuming that a poor man is entitled to as much respect as a rich man, if he conducts himself as a good citizen. Respectfully,

MOSES JAQUITH.

Boston, Nov. 15, 1831.

The public will observe by the above letter, that I had a powerful antagonist against me, before the decision was terminated, and I was well aware, that if I sent this letter to the board before the decision, it would not help my cause, but rather be against me—I determined to act in a straight forward course, and knowing my cause to be just, I gave the letter to Mr. Otis as an injured man, trusting to his magnanimity for the final decision.

I will now mention one fact concerning this gentleman, in the case of Mr. Chandler's child. Mr. Otis told him and the gentlemen that went with him, that such cruelty to a child was a shame, and that something should be done to stop it. Now please to observe—after a number of more cases had occurred at the same school, and more aggravating in barbarity and cruelty, this same man voted to keep this great instructor in office. Is this consistency, to tell a man one day that

he would stop such cruelty, and say it was a shame to see a child so cruelly cut up, and then vote to retain this same man in office, that inflicted the cruelty, after he had repeated the same offences over again and again. But such are the facts. (The reader is referred to Mr. Chandler's piece, to show what Mr. Otis then said respecting his child.)

What is the reason that some of our rich men's sons are not found coming home from school with blood trickling out of their backs, as was the case of mine? Is it because they are any better in school, than the poor man's child? Did not every one of Mr. Clough's witnesses acknowledge before the school board, that my son was a good boy—and the monitor of the class acknowledged before the whole board and spectators, that my son could not sound *r* and *s* together, in that word, that he was so cruelly beat for not pronouncing?

From the Boston Gazette of Nov. 8.

To the Editors of the Boston Gazette,

Gentlemen—I was informed yesterday that Mr. Wm. Clough, master of the public school in Hawkins-street, had committed *another* outrage on one of his young scholars, and that the case of *my child* was named in the communication. I am glad that it is not entirely forgotten.—In October, 1830, he was most shamefully abused; two gentlemen, who saw his back, and who had witnessed many persons whipped in *State-street* many years ago, said his back looked more like those, than any thing they could compare it to. And all for a trifling cause. My child was taken to the Mayor's room, his back shown to his honor and others—the Mayor said it was shameful, and ought not to be suffered—something should be done. Now what has been done? *Nothing.* Being a poor laboring man, I could do nothing, and had to put up with it.—But it seems now that a father more able than myself, whose child has been abused, has come before the public, and exposed the offender; and I hope he will be *reformed.* JONATHAN CHANDLER.

N. B.—Names of the gentlemen referred to, who went with me to the Mayor's rooms, can be had by calling on me in Marshall street.

A respectable person living near this School has said; that the cries and lamentations of children have been so distressing, that they have had to shut down their windows, and retire to another part of the house.

If any of my friends should regret the course I have taken, I would ask them one question—Consider the feelings of a parent, on arriving home at noonday, and seeing one of his children lacerated, and exhausted by beating. A boy beloved by his school-mates for his goodness of disposition. My son cried for mercy, Mr. Clough heard him not—bent upon cruelty, the strokes were renewed with redoubled vigor—blood at last started from his back. This satiated his propensity for cruelty—for this unjust and cruel act, the indignation of a parent will follow him wherever he goes. I am sorry to say, that Ministers of the Gospel, were found on the side of cruelty with this man. Is this the religion that our Saviour inculcated to his disciples to practice ? Do you wish to bring back that doctrine of discipline, that was practised in the dark ages of Christianity, when Europe was benighted with cruelty and barbarity?

Corporal punishment is discountenanced now by the wisest and best of men of the present age, and is found unnecessary. Better modes have been discovered to correct both boys and men—and what in the army, navy, the merchant service, and in the Penitentiaries, is found to be improper as punishment, we hope will be *reformed out* of our Schools—in a word, is there an individual in this Metropolis that will ever trouble a School Committee again.

ADVICE TO MR. CLOUGH.

Sir,—If you have not lost what little humanity you ever did possess : I beg of you to stop, and pause a few moments : consider what cruelty you have inflicted on little children, and all for little or no offence. Children have been cut up in your School from their necks to their ancles, as was proved to the School Committee—wounds that will never heal in their remembrance. Consider Mr. Clough, the many angry feelings harbored by little children against you, although a small still voice, it will be heard. Many—many a parent's heart has bled for

your unjust cruelty. Think of the children that have been driven from your School, some to be found on the wharves, who would otherwise have been in the school.

I have been told that no child has been struck in your school to leave a mark, since the investigation—If so, I rejoice that good has come out of it. But is it not through fear, that has curbed that passion, that once knew no bounds? Is there a man in the community that believes the scholars any better now, than six months ago?

I beg of you once more to subdue and controul that evil and cruel disposition of yours; for I candidly believe, if you should injure another child, as you did mine, all the School Committees in Boston could not save you.

MOSES JAQUITH.

P. S.—Mr. Burbeck had a son abused a few days since for a trifling cause—the father had an interview with the gentleman in the school house yard. It is said that this humane instructer's countenance changed very quick to a deadly pale.

To the General School Committee of the City of Boston.

GENTLEMEN,

I would propose for your consideration the propriety of abolishing the *right* that Mr. Clough has assumed in nicknaming scholars in his school, a right, that no other master ever practised to my knowledge. It is not only disgraceful, but mean and contemptable, to give a nickname to an innocent scholar, to gratify this instructor's great mind—no one but Mr. Clough's stamp, would be guilty of such conduct. Scholars have been taken away from the *Mayhew* school on this account.

If your Honorable Board should think it inexpedient to abolish corporal punishment in the schools, I would solicit your serious attention to the evil that will result in a system of corporal punishment, intrusted to such hands as Wm. Clough—a man of ungovernable passions; a man that strikes little children twice and thrice, and then says he did not strike but once. Will your Honorable Board consider the great evil that is attended by nicknaming children in school—a new method of

instructing youth,—I should think this last evil might be dispensed with, without any great detriment to the general system of education. Your early attention to this subject, would meet the approbation of many citizens—and Your Humble Servant,

MOSES JAQUITH.

Boston, March 24, 1832.

TO THE PUBLIC AGAIN.

I avail myself of this opportunity to the Public to say that this book is only a preface to the charges that can be brought forward and substantiated against Mr. Clough. Soon as time will allow, I intend to give a more interesting statement to the Public than the present one, with affidavits, &c.

In conversation with Mr. Mandall respecting the cruelty inflicted on one of his children, I have learnt the following. A more unjust and inhuman act is seldom heard of. This child by the knowledge and commands of the parents staid at home some days—when sent to school again, one of the masters asked him what he had played truant for. The boy told the master that he had not played truant, but that his parents wanted him at home. The master insisted he had, and the boy persisted that he had not. The master, without further inquiry to know the truth, put the boy on a form (more appropriate name, a rack of torture) and beat him most cruelly, when the boy was innocent of the crime. The father in relating this, was much affected, and observed that he would not beat a dog as his child was beaten. Another of Mr. Mandall's sons was nick-named by Mr. Clough, "*Bare Footed Ranger.*" Fellow citizens, what do you think of the conduct of Mr. Clough? Is it such as to merit the support of any rational man. Time nor room will allow me to say more at present.

M. JAQUITH.

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SCHOOL COMMITTEE

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REPORT

ON

THE DISTRIBUTION OF THE PUPILS

IN THE

GRAMMAR SCHOOLS

OF THE

CITY OF BOSTON.

BOSTON:
JOHN H. EASTBURN, CITY PRINTER.

1837.

The Sub-Committee appointed by the School Committee "to consider and report upon the expediency of removing the High School to the Adams School House, of dispensing with the Adams School, and of making alterations in the Schools," respectfully

REPORT:

That, in their opinion, it is not expedient to remove the High school to the Adams school house, or to dispense with the Adams school; and for the following reasons:—

That the High school is well enough where it now is:—

That, were the case otherwise, the Adams school house is not a suitable one for the High school:

That the Adams school is needed in its present location:—

That a Grammar school is not wanted, at present, in the part of the City where the High school is situated:—

And that the Hancock school, the crowded state of which prompted the Board to the present inquiry, may be relieved of its supernumerary pupils, without removing the High school, or doing any thing affecting the existence or locality of the Adams school.

How this may be done, your Committee proceed to show; and in so doing, they will suggest the alterations which they think ought to be made in the schools. It is to be borne in mind, that their remarks will relate only to the ten Grammar and Writing schools within the old limits of the City. On visiting these schools, your Committee found that in some of them there were many scholars who could not be well accommodated, and in others, as many seats without occupants. For instance;—the Hancock had

more than 600 pupils, while the Winthrop had not quite 200. Now, cannot the schools be so equalised that no such disparity, as to numbers, shall exist? Your Committee know that they can be. They have ascertained that there is room enough in the Grammar school houses, already furnished by the City, for all the children who wish to be taught in them. From the last returns of the Masters, it appears that there belonged to these schools, in August, 1983 boys, and 2128 girls; total, 4111. Divide this number by 10, the number of schools, and the result will be 411 scholars to each school. Thus it is made evident, that there is more than room enough for all the children, could they be so distributed that the schools shall have each about the same number. Can such a distribution be made, without causing many pupils to travel too great a distance? Your Committee answer in the affirmative. According to the plan they are about to propose, very few children, could they go in a straight line to school, would have to travel so far as 160 rods. The plan is this: First, separate the sexes in the four mixed schools, to wit, the Wells, Boylston, Adams, and Franklin,—making the former two, girls' schools, and the latter two, boys' schools; and then transfer pupils from one school to another, according to the following Schedule :—

Schools for Boys.

The *Eliot* now has 455 boys.
Transfer 20 to the Mayhew,

And 435 will remain in the Eliot.

The *Mayhew* now has 382 boys.
Add 20 from the Eliot,
Also add 200 from the Wells,

And there will be 602; of which number
Send to the Adams 185, who live south of Cambridge and east of
Sudbury streets —

And 417 will remain in the Mayhew.
The *Adams* now has 256 boys.
Add 185 from the Mayhew,
Also add 27 from the Wells,

And there will be 468; of which number
Send to the Franklin 68

And 400 will remain in the Adams.
The *Winthrop* now has 195 boys.
Add 218 from the Boylston,

And there will be 413; of which number,
Send to the Franklin 13

And 400 will remain in the Winthrop.
The *Franklin* now has 243 boys.
Add 68 from the Adams,
Also add 13 from the Winthrop,

And there will be 324 for the Franklin.

Schools for Girls.

The *Hancock* now has 600 girls.
Transfer 120 to the Wells,

And 480 will remain in the Hancock.
The *Wells* now has 192 girls.
Add 120 from the Hancock,
Also add 100 from the Bowdoin,

And there will be 412 for the Wells.
The *Bowdoin* now has 475 girls.
Add 60 from the Adams,

And there will be 535; of which number,

Send to the Wells	100	
And	435	will remain in the Bowdoin.
The *Johnson* now has	372	girls.
Add	164	from the Franklin,
And there will be	536	; of which number
Send the Boylston	100	
And	436	will remain in the Johnson.
The *Boylston* has now	231	girls.
Add	106	from the Adams,
Also add	100	from the Johnson,
And there will be	437	for the Boylston.

According to the table presented above, every school, except one, will have at least 400 pupils, and no one of them will be crowded; and the children will be so distributed, that not 50 of them, in the whole City, will, in going to school, be obliged to walk more than 150 rods.

If it be asked, whether the schools might not be just as easily equalised without separating the sexes, your Committee say—they do not see how. Let them direct attention to one of many difficulties—to the want of room for girls, in the northern and western quarters of the City. In the Hancock school, for instance, there is not room for three fourths of the pupils that attend there. At least 100 girls must be removed from that school; or else we must submit, for an indefinite period, to the inconvenience and expense of providing instruction for a portion of the scholars in the Ward room, while, in another part of the City, we have a school house not half filled. Obviously, those hundred girls ought to be removed from the Hancock. But whither can they go, so long as the four mixed schools remain as they are? Not to

the Wells, for while the boys continue there, room cannot be found for an eighth part of the number. Not to the Bowdoin, because that school already has more girls than seats. Not to the schools in the southern sections of the City, inasmuch as the distance would be an objection; and as to the Eliot and Mayhew, they are boys' schools. Where, then, can they be accommodated, unless we make room for them, by changing the mixed school which is nearest to their homes—(the only mixed school, by the way, in the northern and western quarters of the City)—into an unmixed one; unless, in other words, we send away the boys from the Wells, and receive in their place the 100 girls from the Hancock? But if the Wells ceases to be a mixed school, the Adams must cease to be such an one too;—its girls must go elsewhere, so that, agreeably to the Schedule before exhibited, room may be furnished for the boys excluded from the Wells. And such changes having been made in these schools, it will be found desirable that similar changes take place in the other mixed schools. The result of the whole will be, as already stated, that there will no longer be too many in the Hancock, nor too few in the Winthrop; and that the schools, generally, will be nearly equal, one to another, in respect to numbers; and this, too, without causing a single child, in the City, to travel farther than some girls now do, who, from choice, pass by a mixed school near their dwellings, viz. the Franklin, in order that they may attend one composed of pupils of their own sex only, to wit, the Johnson. Is there any other mode by which these ends can be compassed? At any rate, your Committee believe there is no other so good as the one they have proposed;—which requires that the sexes, in the Wells, Adams, Boylston, and Franklin schools, be separated.

If, however, the case were otherwise—if the desired equalisation could be effected, just as well, in another way;—still, your Committee would recommend

that a separation of the sexes take place in the four mixed schools;—and for the reasons following.

First. It is desirable that the schools should be so nearly alike, in respect to classification as well as numbers, that we may ascertain, with ease and accuracy, their comparative merits. At present, this is far from being the case. Take, for example, the Bowdoin and Wells. The former being composed of girls alone, and the latter of both girls and boys, the classes and divisions in neither of the rooms of the one correspond to the classes and divisions in either of the rooms of the other. Hence arises a difficulty in determining, at once and with exactness, how these schools stand, relatively to each other, in regard to proficiency. Suppose, for the sake of illustration, that on the afternoon of yesterday, we undertook to compare the grammar departments of the Bowdoin and Wells; and, for this purpose, we spent an hour and a half in examining the fifty best scholars of each. But so differently are these schools divided and classified, that the scholars offered, as the fifty best in the grammar department of the Bowdoin, were the fifty most advanced ones to be found in the whole school of 475 pupils; while the fifty presented for examination in the grammar department of the Wells, were the fifty most advanced scholars belonging only to one half of the whole school—or, they were only the fifty best that the number of 200 pupils could furnish. It is obvious, that such an examination could not afford the elements of a right conclusion as to the comparative progress of the two schools. And not less unsatisfactory must be the result of any half day's labor in comparing either department of a mixed school with the corresponding department of an unmixed one. But separate the sexes, as your Committee propose, and there will be a uniformity as to classification, which will not only be pleasing in itself, but also enable the board to as-

certain, with ease and accuracy, the comparative merits of the several schools.

Secondly. It has often been urged in this place and elsewhere, that, on moral grounds, it is inexpedient for young persons of both sexes to go to school together. Your Committee are among those who deem this objection a weighty one; and, were it not for the known power of custom to reconcile the mind to almost any thing, it would be to them a matter of wonder, if the objection should seem otherwise to any one, who, in a healthful state of moral feeling, had carefully considered the subject. Such an one, they think, could not fail, especially in his moments of reflection, to perceive at once the impropriety and danger of girls and boys, at an age approaching that of maturity, going every day, for years, to the same school. Your Committee deeming simple suggestions enough, refrain from arguing at length, on a topic of this nature. As, however, it is sometimes said, that parents in general, do prefer to have the schools composed partly of girls and partly of boys:—your Committee will take the pains to ask—Why is it, if the fact be so, that pupils of both sexes are not allowed to attend any one of our most approved private schools? And are not the patrons of these institutions somewhat numerous? They will venture, at the same time, to express the opinion,—that there is not, in this whole City, one intelligent, thoughtful parent in a hundred, who, could he have his choice, would not, *other things being equal*, prefer having his daughters, educated at a school composed exclusively of females, to sending them to a mixed one, where they must be often liable to meet with at least some boys, not only rude in speech and manners, but of immoral dispositions and habits. Indeed, it seems to your Committee that the actual state of some of the grammar and writing schools themselves, indicates a preference of this kind on the part of parents. For if parents do not prefer the unmix-

ed to the mixed schools, when they are free to choose, how comes it, that those schools where girls only attend,—for instance the Hancock and Bowdoin,—are full to overflowing; while in the female departments of the mixed schools, there are always vacant seats,—as for example, the Wells, Adams, and Franklin?

Thirdly. Your Committee believe that a great advantage may be gained, in respect to discipline, from such an alteration as they recommend. It is well known that in the management of girls a less degree of strictness and severity is necessary than in the management of boys. Now as great as is this difference, so great is the change which ought to take place, every half day, in the manner and in the mode of government, of every teacher, who has boys to deal with in the morning, and girls in the afternoon;—and vice versa. But in whom can so frequent and sudden changes reasonably be looked for? Will not almost every master find it difficult to put off, at 2 o'clock, P. M., when he takes charge of girls, that somewhat austere and rough manner, which he felt obliged to assume, at 9 o'clock, A. M., of the same day, in the presence of 200 or more boys? The difficulty, as it seems to your Committee needs only to be hinted at, in order to its being seen and felt. But if otherwise, advert again to matters of fact;—who are the masters that have been most complained of, for exercising over their female pupils a discipline too rigid? Are they not those, in general, who belong to the mixed schools—those who have boys to manage one half of every day? How seldom it is, that this sort of fault finding relates to the masters of girls' schools! Having only females to instruct, from one year to another, these gentlemen easily learn to adapt their manners and methods of government to the milder natures of their pupils;—and every thing goes on smoothly, as it should do. For the sake of befitting discipline, then it seems to your

Committee desirable that the sexes should be separated in all the schools.

Fourthly. It is a very serious objection to the organization of the mixed schools, that much of the masters' time and labor is necessarily lost, in those schools. Let your Committee explain. Say, that the whole number of scholars in a mixed school—the Adams, for example—is 400. Forty of them, at least, are nearly alike qualified to profit by oral instruction, in any given branch of the authorised studies. Great importance, let it be remarked, belongs to this sort of instruction; and it is expressly required by the rules of the School Committee. Suppose now, that the master undertakes to give such instruction to the above mentioned number of 40. Were they, as they would be in an unmixed school, all present in one room, at the same time, he could impart the proposed instruction to the whole class in a single lecture, and in the space, say of half an hour. But the fact is, the school being a mixed one,—20 of the 40 being boys, and 20 girls,—they are not all together in the same room, but apart, half in one room, and half in the other. The master has, therefore, to address the boys in the forenoon, and the girls in the afternoon. He says the same things to both divisions, but at different times. Thus, two half hours and a two fold effort are required, in order to produce the self same result, that might be effected in one half hour and by a single effort, were it not for the classification peculiar to a mixed school. Change the organization of the four schools of this kind—make each of them exclusively either a boys' or a girls' school, and a saving will be gained, on the part of the instructers, of one half, as to both time and labor,—so far at least as oral instruction is concerned; and, as what is thus gained will be given to other duties, the progress of the pupils will be, in the same proportion accelerated. If we look, but for a moment, into an unmixed school, we shall see, that the

40 or 50 most advanced pupils of the schools, are always together,—prepared, at any time, to listen, all at once, to whatever the master has to say to them. And the same is true of the 40 or 50 next best—and so on down to the lowest divisions. In a word, as regards oral instruction, the unmixed schools enjoy an advantage greater than that of the mixed schools, in the proportion of 2 to 1.

Again. It deserves consideration, that the mixed schools demand a like double amount of time and labor at the hands of the School Committee, and of all, indeed, who make it a point to be present at Examinations and Exhibitions. We go to one of the mixed schools to examine candidates for medals. Half of them being girls and half boys, two separate examinations must be had in the same studies and with reference to the same number of prizes. Not so in a school consisting only of pupils of one sex. Here all the candidates appear before the Committee at once, and the work is accomplished at a single sitting. And then, too, why are we obliged to devote two days, Tuesday and Wednesday, to every annual Exhibition? Solely because there are sundry schools of the mixed kind. Were it not for these—were each of the ten Grammar schools such as your Committee recommend that it shall be,—either entirely a boys' school, or entirely a girls' school,—the Exhibitions might be gotten through with every year, in a single day,—and with better effect both upon the pupils and upon the community.

Once more. At least one of the mixed schools is now in a condition to require that the Board,—if they take their own printed Regulations as their guide,—shall forthwith introduce into that school, what is called the new system of organization and instruction. Your Committee hardly need say, that in order to secure all the advantages of this system, it is essential first to separate the sexes. But, as before intimated, it will not be easy to separate the

sexes in the Wells school without doing the same in other mixed schools.

For the foregoing reasons,—and others that might be stated, your Committee recommend the passing of the following resolutions:—

1. *Resolved*, That alterations be made in the Boylston, Wells, Adams, and Franklin schools, so that the former two shall be schools exclusively for girls, and the latter two shall be schools exclusively for boys.

2. *Resolved*, That the ten Grammar schools be equalised, in respect to numbers, as nearly in accordance with the plan presented in the foregoing Report, as circumstances will permit.

3. *Resolved*, That a special Committee be appointed, to carry the preceding resolutions into immediate effect.

All which is respectfully submitted.

SAMUEL BARRETT,

For the Sub-Committee.

Nov. 22, 1837.

REPORT

OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON, ON THE EXPEDIENCY OF INTRODUCING MUSICAL INSTRUCTION INTO THE PUBLIC SCHOOLS OF THE CITY.

[The present edition of this valuable Report is published on individual responsibility, for the purpose of spreading information and calling the attention of the public to the general introduction of music into the Common Schools of our country. It may be stated here that the subject has been introduced into the Boston Public Schools, agreeably to the recommendation of the Committee, and has there become a regular and delightful branch of education. The person receiving this Report will do a service by circulating it as widely as possible, especially amongst the School authorities of his town.]

School Committee, August 24, 1837,

The select Committee of this board, to whom was referred the memorial of the Boston Academy of Music, together with two petitions signed by sundry respectable citizens, praying that instruction in vocal Music may be introduced into the Public schools of this City, having had the matter under consideration, ask leave to present the following

REPORT :

The Committee have given to the subject that attention which its importance required. They have afforded the memorialists a hearing, and availed themselves of such means of information as it was in their power to obtain. After mature deliberation and a careful scrutiny of arguments and evidence, the Committee are unanimously of opinion that it is expedient to comply with the request of the petitioners. As, however, the subject is one but recently presented to this community, and one therefore upon which much honest difference of opinion, and perhaps some prejudice, may be supposed very naturally to exist, the Committee are desirous to spread before the board the reasons which have led to their conclusion. If there be weight or value in these reasons, the conclusion grounded on them will not probably be denied ; if on the other hand, they be fallacious or unsound, the weakness and the fallacy will both here and elsewhere be exposed. The Committee invite the Board to a dispassionate examination of the question. When viewed in all its bearings, it is one, in their opinion, of great public interest. At the same time, it must be admitted, there are peculiar difficulties in the way of its discussion. Music has, in popular language, too generally been regarded as belonging solely to the upper air of poetry and fiction. When, however, it is made the grave subject of legislative enactment, it is necessary to summon it from this elevation, and checking the discursive wanderings of the imagination, consider it in connection with the serious concerns of real life. The Committee will endeavor to discuss the question with the sobriety which the occasion demands. They are well aware that the cause which they support can find no favor from a Board like this, except so far as it reaches the convictions through the doors, not of the fancy, but of the understanding.

There are two general divisions which seem, in the opinion of the Committee, to exhaust the question. The *first* is, the intrinsic effect of the study of vocal Music, as a branch of instruction in the schools, and on them ; and *secondly*, its extrinsic effect as a branch of knowledge without them. Under these two divisions we propose to treat the subject.

There is a threefold standard, a sort of chemical test, by which education itself and every branch of education may be tried. Is it intellectual—is it moral—is it physical ? Let vocal Music be examined by this standard.

Try it *intellectually*. Music is an intellectual art. Among the seven liberal arts, which scholastic ages regarded as pertaining to humanity, Music had its place. Arithmetic, Geometry, Astronomy and Music, these formed the *quadrivium*. Separate degrees in Music, it is believed, are still conferred by the University of Oxford. Memory, comparison, attention, intellectual faculties all of them, are quickened by the study of its principles. It is not ornamental merely. It is not an accomplishment alone. It has high intellectual affinities. It may be made, to some extent, an intellectual discipline.

Try Music *morally*. There is,—who has not felt it,—a mysterious connection, ordained undoubtedly for wise purposes, between certain sounds and the moral sentiments of man. This is not to be gainsaid, neither is it to be explained. It is an ultimate law of man's nature. "In Music, says Hooker, the very image of virtue and vice is perceived." Now it is a curious fact, that the natural scale of musical sound can only produce good, virtuous, and kindly feelings. You must reverse this

scale, if you would call forth the sentiments of a corrupt, degraded, and degenerate character. Has not the finger of the Almighty written here an indication too plain to be mistaken? And if such be the case, if there be this necessary concordance between certain sounds and certain trains of moral feeling, is it unphilosophical to say that exercises in vocal Music may be so directed and arranged as to produce those habits of feeling of which these sounds are the types? Besides, happiness, contentment, cheerfulness, tranquility,—these are the natural effects of Music. These qualities are connected intimately with the moral government of the individual. Why should they not, under proper management, be rendered equally efficient in the moral government of the school?

And now try music *physically*. "A fact, says an American physician, has been suggested to me by my profession, which is, that the exercise of the organs of the breast by singing contributes very much to defend them from those diseases to which the climate and other causes expose them." A musical writer in England after quoting this remark, says, "the Music Master of our Academy has furnished me with an observation still more in favor of this opinion. He informs me that he had known several persons strongly disposed to consumption restored to health, by the exercise of the lungs in singing." But why cite medical or other authorities to a point so plain? It appears self-evident that exercises in vocal Music, when not carried to an unreasonable excess, must expand the chest, and thereby strengthen the lungs and vital organs.

Judged then by this triple standard, intellectually, morally, and physically, vocal Music seems to have a natural place in every system of instruction which aspires, as should every system, to develope man's whole nature.

In regarding however the effect of vocal Music, as a branch of popular instruction, on our Public schools, there are some practical considerations which, in the opinion of your Committee, are deserving of particular attention.

Good reading, we all know, is an important object, in the present system of instruction in our schools. And on what does it depend? Apart from emphasis, on two things mainly, modulation, and articulation. Now modulation comes from the vowel sounds, and articulation from the consonant sounds of the language chiefly. Dynamics, therefore, or that part of vocal Music which is concerned with the force and delivery of sounds, has a direct connection with rhetoric. In fact, the daily sounding of the consonant and vowel sounds deliberately, distinctly, and by themselves, as the Committee have heard them sounded in the musical lessons given according to the Pestalozzian system of instruction, would, in their opinion, be as good an exercise in the elements of harmonions and correct speech as could be imagined. Roger Ascham, the famous school master and scholar of the Elizabethan age, and surely no mean judge, holds this language. "All voices, great and small, base and shrill, weak or soft, may be holpen and brought to a good point by learning to sing." The Committee, after attentive observation, confess themselves of this opinion.

There is another consideration not unworthy of remark. "Recreation, says Locke, is not being idle, as any one may observe, but easing the weary part by change of business." This reflection, in its application to the purposes of instruction, contains deep wisdom. An alternation is needed in our schools, which without being idleness shall yet give rest. Vocal Music seems exactly fitted to afford that alternation. A recreation, yet not a dissipation of the mind—a respite, yet not a relaxation—its office would thus be, to restore the jaded energies, and send back the scholars with invigorated powers to other more laborious duties.

There is one other consideration to which the Committee ask the serious attention of the Board. It is this. By the regulations of the School Committee it is provided, that in all the Public schools the day shall open with becoming exercises of devotion. How naturally and how beautifully vocal Music would mingle with these exercises; and what unity, harmony and meaning might thus be given to that which at present, it is feared, is too often found to be a lifeless or an unfruitful service, need only be suggested to be understood. The Committee ask the Board to pause and consider whether the importance has been sufficiently looked to, of letting in a predominating religious sentiment, independently of all forms of faith, to preside over the destinies of our schools.

And now before proceeding further, let us consider briefly the objections which have been urged against the adoption of vocal Music in our system of Public Education. The Committee

are desirous to give full force to every objection. Nothing in the end is gained by misrepresenting or obscuring an opponent's arguments. Let us pass these objections in review, state them fairly,and give them, if it be possible, a fair answer.

It is then objected that we aim at that which is impracticable, that singing depends upon a natural ear for Music, without which all instruction will be useless. If musical writers and teachers are to be believed, the fact is not so. Undoubtedly, in this, as in other branches, nature bestows the aptitude to excel on different individuals in very different degrees. Still what is called a musical ear is mainly the result of cultivation. The ear discriminates sounds as the eye colors. They may both be educated. Early impressions can create an ear for Music. It is with learning to sing as with acquiring the pronunciation of a foreign language. Instruction, to be available, must be given while the organs have the flexibility of youth. To learn late in life is, generally, to learn not at all. There may be cases, it is true, of some who from their earliest years defy all efforts of instruction. Like those who come into the world maimed in other senses, they are, however, rare. They are the unfortunate exceptions to a general rule. Besides, what on this point is the language of experience? Mr. Woodbridge in his Lecture before the American Institute, says that he was informed by Vehrli, a well known instructer in Switzerland, that out of several hundred poor children committed to his care, he had met with only two who could not be made to sing. Mr. Woodbridge likewise states that he was told by a celebrated musical teacher, in this country, that out of 4000 pupils, not an individual who could not be taught to sing had been found. Thus well attested facts repel this objection.

But, it is said, the time spent would be quite inadequate to the end proposed, that the labor of a life is needed to form the musician. The answer to this objection is, that it mistakes the end proposed, which is not to form the musician. Let vocal Music in this respect be treated like the other regular branches of instruction. As many probably would be found to excel in Music as in Arithmetic, Writing, or any other of the required studies, and no more. All cannot be orators, nor all poets, but shall we not therefore teach the elements of grammar, which orators and poets in common with all others use? It should never be forgotten that the power of understanding and appreciating Music may be acquired, where the power of excelling in it is found wanting.

Again it is objected, if one accomplishment is introduced into our schools, why not another? If instruction is given in vocal Music, why should it not be given in dancing also? The answer simply is, because Music is not dancing; —because Music has an intellectual character which dancing has not,—and above all, because Music has its moral purposes, which dancing has not. Drawing stands upon a very different footing. And your Committee cannot help remarking, as they pass, that in their opinion, there is no good reason for excluding the art of linear Drawing from any liberal scheme of popular instruction. It has a direct tendency to quicken that important faculty, the faculty of observation. It is a supplement to writing. It is in close alliance with Geometry. It is conversant with form and intimately connected with all the improvements in the mechanic arts. In all the mechanical and many of the other employments of life, it is of high practical utility. Drawing, like Music, is not an accomplishment merely—it has important uses, and if Music be successfully introduced into our Public schools, your Committee express the hope and the conviction that Drawing, sooner or later, will follow.

But the most general objection to the introduction of vocal Music into our Public schools is this. It will, we are told, impair discipline. This, though a common and somewhat plausible, is yet a superficial objection. It probably had its origin in certain vague impressions of what lessons in vocal Music were, when given according to the ancient method of instruction. To those, then, not acquainted with the subject, it may be necessary to state that the Pestalozzian system, as it has been called, has been applied to Music. The works of Nägeli and Pfeiffer, now in general use upon the continent of Europe, are founded on this system. These works were introduced into this country by Mr. William C. Woodbridge, of whose early services in this cause, it is here fitting to make honorable mention. They led soon afterwards to the formation of the Boston Academy of Music, an institution destined, it is believed, to achieve great good in this community. One of the objects in forming the Academy was to carry vocal Music, by the aid of its Professors, into the schools, and they have since published a Manual of vocal Music, constructed upon the basis of the works just mentioned. Of this Manual,

an eminent musical writer in England says, "it is the best work on the subject in the English language, and it is highly creditable to the new world to have set such a pattern to the old." According to the principles of the Manual, a lesson in vocal Music, as given by the Professors of the Academy, is not unlike a lesson in Arithmetic. Musical takes the place of numerical notation. The blackboard, not the book, is before the pupil, and by the use of his own faculties and senses he goes from principle to principle, till the whole science is evolved. How then can an exercise of this kind be adverse to discipline? On the contrary, it is itself a discipline of the highest order, a subordination of mind, eye, and ear, unitedly tending to one object; while any deviation from that object is at once made known. Melody is concerted action, and is discipline aught else? "Where Music is not, the Devil enters," is a familiar German proverb in regard to schools; and after witnessing the lessons in Music as given according to the Pestalozzian system, the Committee do not hesitate to say, that if any want of discipline follow the introduction of vocal Music into a school, the fault must be with the Master of that school,—it is not in the system.

Your Committee have heard but one other objection, and that scarcely demands a notice. Vocal Music as a school exercise, is, say some, a newly fashioned notion. It is an innovation upon old usages. It is, say they, a new thing. Alas for modern self complacency, and for this objection! What we propose was old three hundred years before the Christian era. The best defence of Music and of Drawing, as branches of Public Education, is to be found in Aristotle, and it is a fact worth noting, that these same branches, Music and Drawing, amid all the helps of modern civilization, have just been introduced into the Primary Schools of France. Strange revolution! Thus the human mind completes its wondrous cycle. Thrones crumble and nations are swept from the face of the earth, yet the good sense of a strong thinker outlives the vicissitudes of fortune and the wreck of matter, and founded on the eternal principles of human nature, endures the same from age to age!

The Committee have thus distinctly considered every objection which they have heard urged against the introduction of vocal Music into the Public schools of this City. They have done so from an earnest wish, without prejudice or passion, to approximate to truth. They can sincerely say that they have sought as anxiously to hear objections as to refute them.

Before quitting this division of the subject, it remains to add, that the Committee had recourse to one other source of information. Vocal Music has been adopted, as a branch of instruction, into some of the most respectable private schools in this city. Mr. *Thayer*, Mr. *Fowle*, Mr. *Hayward*, and Messrs. *Cushing* and *Cleveland* have tried it, on a limited scale, for different periods of two to four years. The Committee sought to inform their own minds by availing themselves of the judgment of these gentlemen. Their testimony, on the whole, is of the most favorable character. Differing in same unessential details, all concur in the main point, the utility of the exercise, and are determined to continue it in their schools.

Thus tried,—tried by the light of general reasoning, tried by the objections of its adversaries, tried by the concurrence of attesting witnesses, the introduction of vocal Music into the Public schools, judged intrinsically by its effects within and on them, is commended to the favorable consideration of this Board.

The Committee thus far, have confined themselves to the narrowest view of this question. It was necessary to do so, because if it should have appeared that the bringing of vocal Music into the Public schools would in any wise injuriously affect their present welfare, there would have been an end to the whole matter. In that event, the Committee would have gone no further. Those of us who have been reared beneath the generous influences of these free monuments of the wisdom of our fathers, lay filial hands upon them. We wish to strengthen, not to destroy. Your Committee have sought to show that no injury, on the contrary, that much good to the schools may be expected from this exercise, and therefore, the remaining branch of the inquiry is before us, and we proceed to consider the expediency of vocal Music as a study in the schools, by its extrinsic influence as a branch of knowledge without them. So highly do your Committee prize this influence, that even if the effect of Music within the schools were of a negative, and not as the Committee have essayed to prove, of a positive character, if vocal Music should merely do no harm, yet still on this the lowest supposition, there would be abundant reason for its introduction. Let us then consider in few words what this extrinsic influence is.

What is the great object of our system of

popular instruction? Are our schools mere houses of Correction, in which animal nature is to be kept in subjection by the law of brute force and the stated drudgery of distasteful tasks? Not so. They have a nobler office. They are valuable mainly as a preparation and a training of the young spirit for usefulness and happiness in coming life. Now the defect of our present system, admirable as that system is, is this, that it aims to develope the intellectual part of man's nature solely, when for all the true purposes of life, it is of more importance, a hundred fold, to feel rightly, than to think profoundly. Besides, human life must and ought to have its amusements. We cannot bring up a race upon Lyceum Lectures solely, wholesome though that food may be. Man must have agreeable excitement. There will be recreation when the toils of the day are ended. What shall that recreation be? So far then as human life is concerned, properly to direct the feelings and amusements, belongs to every system which aspires to the name and character of a wise system of Public Education. An initiation into the elements of vocal Music at school, in the opinion of your Committee, seems best fitted to supply that direction. "Music, says a modern German writer, is the gymnastics of the affections." Music and the love of it have been and may be perverted,—who knows it not? Guard it therefore, guide it, lead it into the right channels. But be not guilty of the illogical deduction of arguing from the occasional abuse of one of God's best gifts to its disuse. No. Let all parents understand that every pure and refined pleasure for which a child acquires a relish, is, to that extent, a safeguard and preservative against a low and debasing one. Music when kept to its legitimate uses, calls forth none but the better feelings of our nature. In the language of an illustrious writer of the seventeenth century, "Music is a thing that delighteth all ages and beseemeth all states, a thing as seasonable in grief as joy, as decent being added to actions of greatest solemnity, as being used when men sequester themselves from action." If such be the natural effects of Music, if it enliven prosperity or sooth sorrow, if it quicken the pulses of social happiness, if it can fill the vacancy of an hour that would otherwise be listlessly or unprofitably spent, if it gild with a mild light the chequered scenes of daily existence, why then limit its benign and blessed influence? Let it, with healing on its wings, enter through ten thousand avenues the paternal dwelling. Let it mingle with religion, with labor, with the home-bred amusements and innocent enjoyments of life. Let it no longer be regarded merely as the ornament of the rich. Still let it continue to adorn the abodes of wealth, but let it also light up with gladness, the honest hearth of poverty. Once introduce vocal Music into the common schools and you make it what it should be made, the property of the whole people. And so as time passes away, and one race succeeds to another, the true object of our system of Public Education may be realized, and we may, year after year, raise up good citizens to the Commonwealth, by sending forth from our schools, happy, useful, well instructed, contented members of society.

The subject, in this connection, swells into one of national universality and importance. There are said to be, at this time, not far from *eighty thousand* common schools in this country, in which are to be found the people who in coming years will mould the character of this democracy. If vocal Music were generally adopted as a branch of instruction in these schools, it might be reasonably expected then in, at least, two generations we should be changed into a musical people. The great point to be considered in reference to the introduction of vocal Music into popular elementary instruction is, that thereby you set in motion a mighty power which silently, but surely in the end, will humanize, refine, and elevate a whole community. Music is one of the fine arts. It therefore deals with abstract beauty, and so lifts man to the source of all beauty, from finite to infinite, and from the world of matter, to the world of spirits and to God. Music is the great hand-maid of civilization. Whence come these traditions of a reverend antiquity, seditions quelled, cures wrought, fleets and armies governed by the force of song,—whence that responding of rocks, woods and trees to the harp of Orpheus,—whence a City's walls uprising beneath the wonder-working touches of Apollo's lyre?—These, it is true, are fables, yet they shadow forth, beneath the veil of allegory, a profound truth. They beautifully proclaim the mysterious union between Music, as an instrument of man's civilization, and the soul of man. Prophets and wise men, large minded law-givers of an olden time understood and acted on this truth. The ancient oracles were uttered in song. The laws of the twelve tables were put to Music, and got by heart at school. Minstrel and sage are, in some languages, convertible terms. Music is

allied to the highest sentiments of man's moral nature, love of God, love of country, love of friends. Wo to the nation in which these sentiments are allowed to go to decay! What tongue can tell the unutterable energies that reside in these three engines, Church Music, National Airs, and Fireside Melodies, as means of informing and enlarging the mighty heart of a free people!

Foreign examples are before us. In Germany, the most musical country in the world, Music is taught like the alphabet. In Switzerland and Prussia, it is an integral part of the system of instruction. Regenerated France has, since the revolution of July, appropriated the same idea. Her philosophic statesmen are trying to rend the darkness, and prepare their country for the future that is before her. "We cannot, says M. Guizot, have too many co-operators in the noble and difficult enterprise of amending popular instruction." England still halts in the march of reform. We ask the attention of the Board to the following passage from a work of extraordinary eloquence and power recently published in England, written by Mr. Wyse, a member of the British Parliament. "Music," says this writer, "even the most elementary, not only does not form an essential part of education in this country, but the idea of introducing it is not even dreamt of. It is urged that it would be fruitless to attempt it, because the people are essentially anti-musical. But may they not be anti-musical because it has not been attempted? The people roar and scream, because they have heard nothing but roaring and screaming, no Music from their childhood. Is harmony not to be taught? is it not to be extended? is not a taste to be generated? Taste is the habit of good things—"je ne suis pas la rose, mais j'ai vécu avec elle"—it is to be caught. But the inoculation must somewhere begin. It is this apathy about beginning that is censurable, not the difficulty of propagating when it has once appeared. No effort is made in any of our schools, and then we complain that there is no Music among scholars. It would be just as reasonable to exclude grammar and then complain that we had no grammarians." With these sentiments your Committee heartily concur. Let us then show this apathy no longer. Let US BEGIN. Prussia may grant instruction to her people as a boon of royal condescension. The people of America demand it as their right. Let us rise to the full dignity and elevation of this theme. We are legislating not about stocks or stones, or gross material objects, but about sentient things, having that in them which, while we are legislating, grows, and still will grow when time shall be no more. From this place first went out the great principle, that the property of all should be taxed for the education of all. From this place, also, may the example, in this country, first go forth, of that education rendered more complete, by the introduction, by Public authority, of vocal Music into our system of popular instruction. "The true grandeur of a people," says Cousin, "does not consist in borrowing nothing from others, but in borrowing from all whatever is good, and in perfecting whatever it touches." Rome grew to greatness, by adopting whatever she found useful among the nations whom she conquered. The true policy of the American legislator on the subject of education is, to gather whatever of good, or bright, or fair, can be found from all countries and all times, and wield the whole for the building up and adorning of the free institutions of our own conntry.

The Committee here quit the subject. In its innermost circle, it embraceth a school; in its outermost circumference, it compasseth round a nation.

The Committee have thus endeavored, in sincerity and simplicity, to discuss this question. They claim no exemption from mortal frailty. They may be wrong. If, however, they have erred in attaching so much importance to vocal Music as a part of Public Education, they can only say they err with Pythagoras and Plato, Milton and Luther, Pestalozzi and Fellenberg. Finer spirits than these the world hath not bred. In such company there will be consolation.

Before closing this Report, the Committee must be pardoned one allusion. They hail it, as a star of good omen to this cause, that the President of the Boston Academy of Music is this year the Chairman of this Board also. May its auspicious influence continue to be shed in both these spheres!

And now, in conclusion, the Committee feel constrained in candor to confess that they are not practical musicians. If this take from the worth of the opinions they have expressed, it must be so,—the result cannot be helped. Perhaps, however, they have been, on that account, the more unprejudiced, as being freed thereby from that amiable *esprit de corps* which sometimes unintentionally biases the judgment. Whichever way the scale incline, let the truth prevail.

In this spirit, and as embodying the plan, which, in accordance with the principles of this Report, they are about to present, the Committee ask the Board to adopt the subjoined Resolutions.

Resolved, That in the opinion of the School Committee, it is expedient to try the experiment of introducing vocal Music, by Public authority, as part of the system of Public Instruction, into the Public schools of this City.

Resolved, That the experiment be tried in the four following schools, the Hancock school, for Girls, in Hanover street; the Eliot school, for Boys, in North Bennet street; the Johnson school, for Girls, in Washington street; and the Hawes school, for Boys and Girls, at South Boston.

Resolved, That this experiment be given in charge to the Boston Academy of Music, under the direction of this Board, and that a Committee of five be appointed from this Board to confer with the Academy, arrange all necessary details of the plan, oversee its operation, and make quarterly report thereof to this Board.

Resolved, That the experiment be commenced as soon as practicable after the passing of these resolutions, and be continued and extended as the Board hereafter may determine.

Resolved, That these resolutions be transmitted to the City Council, and that they be respectfully requested to make such appropriation as may be necessary to carry this plan into effect.

All which is submitted, by the Committee, to the judgment of this Board and the final judgment of our constituents.

T. KEMPER DAVIS, *Chairman.*

In School Committee, August 24, 1837.

The foregoing Report was read and laid upon the table, and ordered to be printed; and that each member of this Board, and of the City Council, be furnished with a copy.

Attest,

S. F. McCLEARY, *Secretary.*

☞ The want heretofore experienced of proper Books of instruction in music, for Common Schools, has perhaps been a material objection to the attempt to introduce the subject into the same. This objection no longer exists. The following works, which are now before the public, and which may be obtained at the Bookstores in Boston, where they are published—and probably they may be had at the Bookstores over the country, generally—will supply the deficiency and enable persons of common attainments in the science of music, to teach it with facility. Lessons of one hour in length, given twice in a week, are thought to be sufficient to be devoted to the purpose.

1. MANUAL OF INSTRUCTION OF THE BOSTON ACADEMY OF MUSIC.

2. "MUSICAL EXERCISES," lately prepared by Mr. Mason for the convenience of the teacher and to facilitate instruction in the elements of vocal music, according to the plan of the Manual of the Boston Academy of Music; and, to save, in a great measure, the trouble and time required in writing on the Black Board, the characters being large enough to be seen across the school room. Suited to the wants both of Juvenile and Adult schools. The whole course is embraced on 67 large sheets, which are bound together in a convenient form for use.

3. THE "JUVENILE SINGING SCHOOL," by Messrs. Mason and Webb, a small work containing a collection of moral and cheerful songs and tunes for children.

for the Pamph

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Henry D. Peirce
3 Kingston St
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IN PRIMARY SCHOOL COMMITTEE,

Boston, December 2d, 1845.

The annexed Report was presented, read, and ordered to be printed for the use of the Board;

And you are hereby notified that a special meeting of the Board will be held on Wednesday evening, December 17th, at 7 o'clock, at the Common Council Room, to consider this Report and the Resolutions appended thereto.

ALVAN SIMONDS, *Secretary.*

Your Committee to whom was referred the question, "Is it expedient to recommend the appointment of a Superintendent of our Primary Schools?" beg leave to

REPORT:

Your Committee secured a long interview with the Hon. John A. Shaw, Superintendent of eleven Schools (primary and grammar) in the City of New Orleans, who, with his accustomed urbanity and good sense, gave us a full account of his office and labors, and from documents and reports we have reason to believe that he has poured the breath of life into the schools of that city. He gave it as his opinion that the appointment of a Superintendent over our Primary Schools would be an eminently economical and judicious movement.

Your Committee think, that if such an officer should be appointed, he must scrupulously abstain from recom-

mending either directly or indirectly, any particular party in politics or sect in religion; that he should have no power over the teachers or the pupils any farther than friendly advice and consultation may be called power;—that he should not be allowed to introduce or to expel either teachers or books;—that his whole duty and powers may be summed up in this short sentence, viz. that he shall employ all his time in promoting the extension and improvement of Primary School instruction throughout our City; always being subject to the direction and control of this Board.

He may recommend to this Board the introduction of new teachers, new modes of instruction and government and new books.

He shall examine each Primary School in the City as often as he can, bestowing the most time where he finds the greatest need of his aid and counsel. He shall examine the two highest classes of each School during the months of October and November, and make a report to this Board, of the state of the Schools, at its meeting in December. To these examinations, in each particular district, he shall invite the presence of the local committee in that district.

He shall not take out of the hands of the Standing Committee the annual examinations made by them in May of each year,—such examinations of the Standing Committee being necessary, among other things, to discover if the Superintendent has done *his* duty.

He shall meet four times in each year all the Primary School Teachers assembled together for the purpose of talking with them and hearing their opinions; and thus he shall consult with them for the highest good of the Schools.

It shall also be his duty to report to the Committee on School Houses any necessity or inconvenience per-

taining to the furniture or appointments of any School and to see that all evils are speedily remedied.

There are other minor duties which need not here be detailed.

Among the *advantages* to result from the appointment of an energetic and conscientious Superintendent, we place the following :—

1. This Board and the City would get an accurate account of the real condition of all the Schools from *one* mind that knew them all, and who could therefore judge of each by comparing each with all the rest. Such a report never has been made, and under our present system never can be made. From such a report, at once minute and comprehensive, this Board could deduce all necessary conclusions and its consequent legislation would be discriminating, consistent and just. It is difficult to overstate the light which this one movement would throw upon our whole School establishment and the satisfaction it would give to parents.

2. Another advantage, resulting from this appointment, would be, *uniformity*,—a system of uniform government and instruction ; a system which would come down with a well-adjusted pressure upon every part. The good modes found by the Superintendent in any one School would be diffused by him through all the rest, and the uniformity to be aimed at would be this, viz. a conformity of all the other Schools in the City to the *best* one that can be found in it.

3. Another advantage will be this—the Superintendent will make all the teachers *faithful ;* because he will find out, by comparison, who are incompetent or unfaithful. Under our present system, each teacher knows that there is no one capable of comparing her with *all* the rest, she therefore feels so far safe ; but, when each teacher knows that she is to be compared,

by a competent judge, with all the other Primary teachers in the City, she will be wide awake to her duties and she will take care not to rank last in the series, assured if she does that she will be reported and dismissed. We can hardly calculate what enthusiasm and activity this will pour into the schools. When each teacher knows that a keen eye has been lifted up over her which watches narrowly all her movements while it watches also those of her fellow-laborers, she will feel that the *highest* standard is the only one that will be tolerated. The effective stimulus which this one fact will give to our schools will be enough to outweigh all objections to the appointment we propose.

From these and other minor considerations, well studied, your Committee have come, with entire unanimity, to the conclusion, that the appointment of a Superintendent for our Primary Schools will be an economical and wise procedure—and they therefore recommend the adoption of the following resolutions :—viz.

Resolved, That the highest good of the Primary Schools of Boston requires, that a Superintendent be appointed, who shall employ all his time in promoting the extension and improvement of Primary School instruction throughout our City.

Resolved, That this Board present a petition to the City Government praying them to make the necessary provisions for the appointment of a Superintendent of the Primary Schools with such a salary as shall secure the services of a first-rate man.

All which is respectfully submitted.

CHARLES BROOKS, *Chairman.*

Boston, Oct. 30, 1845.

Dr. A. L. Bowditch,
Otis Place
4353
38 27
3 1/4
1846 5

BOSTON PRIMARY SCHOOLS.

At the quarterly meeting of the Primary School Committee, September 1, 1846, the accompanying Orders, with so much of the Report of the Standing Committee as relates to them, was ordered to be printed, and distributed to the members of the Committee and to the Teachers.

Attest,

ALVAN SIMONDS,
Secretary.

EXTRACTS FROM THE REPORT OF THE STANDING COMMITTEE.

The Grammar School Committee, at their last meeting, directed their Committee of Conference to confer with ours, on the subject of making a change in the time of transferring our Scholars to the Grammar Schools. The Standing Committee have long been aware, that our children are transferred to the Grammar Schools at a very inconvenient period for those Schools; and they have not been surprised at the complaints, which have from time to time been made on the subject. The pupils of the higher classes of the Grammar Schools leave those Schools immediately after the Annual Exhibition in August, and many others leave previously to that time; so that, when those Schools come together, after the vacation, their number of scholars is comparatively small, and continues

so, till our transfer on the first Monday in November, when, after they have made their arrangements for the Winter, we transfer to them some 800 or 900 children, interfering with all their arrangements, and subjecting them to much inconvenience: whereas, if our Scholars were transferred to them at the coming together of their Schools, after the long vacation, when their Schools are comparatively small, they could arrange the children with much greater ease, and the children themselves would be benefitted thereby.

The Primary Schools are intended to prepare children for the Grammar Schools. It would seem proper, therefore, that there should be such a connection or understanding between the two Committees, as to render the one of as much assistance to the other as is practicable. As the Grammar Schools transfer their Scholars to the Higher Schools only after their Annual Exhibition in August, and their numbers are then much reduced, it would seem natural and proper that they should *then* receive, from the Primary Schools, their principal accessions, to recruit their exhausted numbers, and enable them to begin the new year with the best advantages.

The Teachers of the Primary Schools, in their Reports, frequently complain, of the shortness of the time that their Scholars remain in their first Classes; and the Standing Committee have long felt that some change in this particular would be desirable. An annual transfer, only, from the Primary to the Grammar Schools, would remedy this difficulty; and the Standing Committee are therefore in favor of making the change. This change would also enable us to retain the children in the Primary Schools a year longer than they are now kept; which would be of great service to the children, both in a moral and intellectual point of view. Those members of the Board, who have paid any particular attention to the subject, have long been aware of the fact, that the children from our Primary Schools, as a general rule, make, comparatively, but little progress in the Grammar Schools, during the

first year after their admission there; and in this opinion, we find that those of the Teachers of the Grammar Schools, with whom we have conversed, coincide. On the other hand, at the period when they are usually transferred to the Grammar Schools, they are better prepared, than ever before, to receive and profit by further instruction from the Primary School Teachers, and would, without any question, go on in the career of improvement, so long as they remained in the Primary Schools; provided, of course, that the Primary School Teachers did their duty.

In addition to the consideration, that retaining the children in the Primary Schools a year longer than they are now kept, will be for their best good, in a moral and intellectual point of view, it is not an unimportant consideration, that the expenses of the education of the children will be much diminished. In a former Report, the Standing Committee recommended this plan of retaining the children in the Primary Schools a year longer than the term now prescribed, and showed that the children would not only be benefitted by the change, but that the expenses of their education would be reduced. In that Report, (for May, 1844,) it is said, "If the age, at which children are sent to the Grammar School from the Primary School, should be fixed at *eight* rather than *seven* years, it would be better for the children.

"No one can doubt that the interests of the children from the ages of seven to eight, will be better promoted in the Primary, than in the Grammar School; and that they will probably derive much greater improvement in the former than in the latter, at that early period of life.

"But to retain the children in the Primary Schools another year, we must increase the number of these Schools; which will very much diminish the expenses of education, as there will not so soon be a necessity for new Grammar Schools.

"The cost of education, now, in the City, is about $4,92 for each Scholar in the Primary Schools, and about

$9,55 for each Scholar in the Grammar Schools,—difference $4,63. We send to the Grammar Schools, every twelve months, upon an average, about 1,800 scholars.

"If we retain these children in the Primary Schools one year longer than we now do, we shall save to the City the difference between the cost of their education in the Primary and Grammar Schools, or, say, about $8,000 for the first year. This, to be sure, is a matter of secondary importance; but still worthy of consideration: particularly, when we can, by so doing, give the children better instruction."

Should the Board see fit to adopt the suggestions now made, to transfer the Scholars to the Grammar Schools only once a year, and retain them in the Primary Schools a year longer than they are now kept, the Standing Committee would recommend a new arrangement of the Schools, by which, all the children learning their letters, or just beginning to read, shall be placed in one department, under one Teacher, and the older children in another department, under another Teacher. This would require only the same number of Teachers that we now have, and the change could easily be made, where there are two Schools in the same building. The Standing Committee are persuaded that such a change will be a very beneficial one. Three quarters of the Teachers have expressed an opinion favorable to this change.

As, however, many of our present Teachers, though in favor of this change, may be averse to taking charge of the younger department, and, in fact, may be thought unqualified for it,—as the Standing Committee consider that portion of the Schools quite as important, and therefore requiring Teachers of at least as high order as the other,—it might not be practicable to make this change at once. Nor would we recommend that it should be so made, even if it were practicable. We think it would be better to make the change gradually, and only as circumstances may render it convenient. We would leave it optional

with the Districts to make the change as it may suit their convenience, and their conviction of its utility. The experiment will thus be gradually tried, and if found to prove beneficial, it can afterwards be extended.

Should this latter change be made, it would, for obvious reasons, be better that the two Schools, thus united, and forming, in fact, but one School in two departments, should be under the special charge of only one Committeeman. And the Standing Committee think a reduction of the number of our members would be a beneficial movement. We are now rather an unwieldy body; and are every year becoming more so. We now number 136 members, and shall soon have 150. But of these, it is seldom that more than *one third* are present at our meetings; and, as has frequently been stated in our Reports, the greater portion of the active duties of the Committee are performed by less than one half of our members. In another part of this Report,* it has already been stated,

* The following is the part of the Report here alluded to.

It appears, from the Returns of the Teachers, that

10	members	have	not	made	an	Examination	during	the six months!
15	"	"	made	but	one	"	"	"
16	"	"	"	"	two	"	"	"
9	"	"	"	"	three	"	"	"
Making 50	"	who have made only half the number of Examinations required by the Rules, and some of them much less than half.						
14	"	have made but four Examinations.						
17	"	"	"	"	five	"		
Making 81	"	who have not made the number required by the Rules.						
10	"	have made just six, the number required.						
9	"	"	"	seven,				
6	"	"	"	eight,				
7	"	"	"	nine,				
1	"	"	"	ten,				
7	"	"	"	eleven,				
2	"	"	"	twelve,				
5	"	"	"	thirteen,				
1	"	"	"	fifteen,				
1	"	"	"	seventeen,				
2	"	"	"	twenty-one,				
1	"	"	"	twenty-two,				
1	"	"	"	thirty-three,				
1	"	"	"	thirty-nine,				
Making 54	"	only, who have made the required number, or more.						

that $\frac{4}{10}$ of our members have made more than $\frac{7}{10}$ of the Examinations, during the past year. Should the number of our members be reduced one half, we are persuaded that as much attention would be paid to the Schools, as there is now. Such a reduction, however, can only be made gradually; and the Standing Committee would recommend, that, whenever vacancies occur in any District, the Committee of that District be authorized to place the School of the retiring member under the charge of some one of those who remain, till each member has charge of two Schools.

To effect these various objects, the Standing Committee append to this Report, sundry Orders, the passage of which they recommend to the Board.

The above 81 have made 215 Examinations, averaging 2 65-100 each.
The other 54 " " 578 " " 10 7-10 "

That is to say, the 81, or 6-10 of the whole number of members, have only made 26 2-3 per cent of the whole number of Examinations, while the other 54 members, or 4-10 of the whole number, have made 73 1-3 per cent. of the Examinations.

In no one District, has every member made the required Number. In District No. 12, however, only one member falls short of the number required; and he has made 4 Examinations, and 14 Visits.

3	Schools	have	not	been	examined	once	during	the six months!
5	"	"		"	but once	"	"	
5	"	"		"	" twice	"	"	
15	"	"		"	" three times	"	"	
18	"	"		"	" four	"	"	"
23	"	"		"	" five	"	"	"
Making 67	Schools	which have not been examined the number of times required by the Rules.						
30	"	have received just the number of Examinations required.						
5	"	have been examined 7 times,						
12	"	"	"	"	8	"		
3	"	"	"	"	9	"		
6	"	"	"	"	10	"		
3	"	"	"	"	11	"		
4	"	"	"	"	12	"		
4	"	"	"	"	13	"		
1	"	"	"	"	15	"		
1	"	"	"	"	19	"		
Making 39	"	which have received *more* than the required number of Examinations.						

In Primary School Committee, September 1, 1846.

Ordered, That the regular transfers of Scholars, from the Primary to the Grammar Schools, shall be made *annually*, at the time of the August vacation. But *occasional* transfers may be made on the first Monday of any month, whenever the Committee of any School may deem it necessary to do so.

Ordered, That the age, at which Scholars are to be transferred to the Grammar Schools, mentioned in Rule 4 of Chapter V, of the Rules and Regulations, be changed from "seven" to "eight."

Ordered, That any District, desirous of so doing, be permitted to unite any two or more of its Schools, dividing the pupils of both into two departments,—one, consisting of those children who are learning their letters or just beginning to read, and the other, of those who are further advanced: placing each department under a separate Teacher.

Ordered, That whenever the seat of any member of this Board shall be vacated, the District Committee, of which he was a member, be empowered to assign the care of his School to some other member of their Committee, instead of nominating a new member to fill the vacancy; no member being obliged to have the care of more than two Schools: And that the Preamble to the Rules and Regulations, Rules 1 and 2 of Chapter III, and any other Rules conflicting with this Order, be amended so as to conform thereto.

The following other extracts from the Standing Committee's Report are appended, for the information of those members who were not present at the meeting.

"The Committee regret to allude again to the want of punctuality in some of the District Committees in furnishing their Reports. By the Rules which the Board have themselves established, these Reports were due on the eleventh of August; and yet it was only after repeated calls on some of the Committees, that full returns were received on the twenty-fifth of August."

"From one District, *no Report* whatever was received, excepting the Table of Statistics."

"By the Rules of the Board, the Reports of the Districts, accompanying the Teachers' Returns, should be made out *by the Districts* and be approved by them *at their meetings*. Some of the Reports just received, have never received the sanction of the District Committees, and even use the singular pronoun "I," as if the Report was that of the Chairman or Secretary, rather than that of the District."

"From the Teachers of twenty-four Schools, no Report was received, save the statistics only. While many are highly valuable for their information, important suggestions, and interesting remarks upon School duties, a few others consist mainly of complaints at being called upon again to write a Report." "It might be well to consider how far lightness of style, and an appearance of disrespect to the Committee, in a Teacher's Report, should influence a District Committee in *dispensing with any further Reports* from a Teacher who habitually indulges in them. A judicious parent and a judicious Committeeman, in reading Reports from one hundred different Teachers, would easily select some, under whom, rather than others, he would prefer to place his own children. He would not usually choose one who seems ever to be striving to say a few smart things, in the midst of a Report mostly composed of faultfinding and attempts at ridicule on matters of deepest and most serious import."

"The Standing Committee regret the necessity of calling the notice of the Board to the want of attention to the Rules still manifested in some of the Districts. It is the duty of each District to give information to the Standing Committee, of the election of their Teachers, *within ten days after* such election, whether the annual election, or that of new Teachers; yet this is very frequently neglected. In consequence of the omission, some of the new Teachers were prevented from receiving their pay at the end of the last quarter, and had to wait till the next payday. The new Teachers and Committeemen, also, came very near losing their Tickets for the School Festival, from the same cause.

"In some of the Districts, Schools were closed, by direction of their Committees, on the Monday and Tuesday preceding the regular August vacation, *in direct contravention of the Rules.*"

Not dup.
6

MR. BUMSTEAD'S

DEFENCE OF HIS SCHOOL-BOOKS

IN REPLY TO

MR. S. S. GREENE.

REPLY.

In three pamphlets connected with the pending controversy between Mr. Mann and the "Association of Masters of the Boston Public Schools," Mr. S. S. Greene has referred to two books belonging to my Primary-School Series. In doing this, he seems to have misunderstood, in important particulars, the method of teaching children to read which is advocated in those books. This error is the more remarkable, inasmuch as he has apparently given the whole subject on which he treats, a profound investigation.

According to Mr. Greene's representation of the method of teaching to read advocated in my books, *children are to be taught whole words without any allusion whatever to their elements; and in this way, they may be taught to the extent of a thousand different words before receiving any knowledge whatever of their constituent parts—that is, of the forms, powers, and names of the letters. In fine, he represents the method to be one which treats our language as though it were symbolic—like the Chinese, for example.*

For the sake of conciseness, I have thus presented what I understand his statement to be, instead of quoting from the various pages in which he has set it forth. I hope, in bringing the statement into a brief space, I have done no injustice to its meaning.

That such a method has an advocate in me, is an assertion which is entirely gratuitous. So far from advocating, I condemn it altogether. Mr. Greene himself has a better opinion of it than I have, inasmuch as he evidently grants to it the virtue of being practicable. I regard it in no such light; but as impracticable, and wholly incongruous with the nature of our

language. It is an absurdity, in my view, which never was entertained and supported by any body, and never will be. There are but few, I trust, who unite with Mr. Greene in attributing it to me. Of the hundreds of committee-men and teachers who have introduced these books into their schools, not a single one, to my knowledge, has ever received the impression which Mr. Greene seems to have received; or has ever used the books, as he says they were designed to be used. *He* may have *counted* my words; *they* have done better—*weighed* them.*

In the very extracts made by Mr. Greene, and presented as his authority, there are expressions which directly conflict with the representation he has given: thus—"in which case no fear need be entertained that he will not *know* THE ALPHABET in sufficient season. It may be well, however, in the way of variety, occasionally to select a short word from a lesson, and teach him to *read* ITS LETTERS." Are these and similar expressions applicable to a symbolic language? Or do they imply an exclusion of the elements?

Again, Mr. Greene could in no way, as I think, give even speciousness to his argument, but by considering me as using the word *alphabet* in a very different sense from what I intended. I used this term (or, as equivalent, *the letters*) in that common and popular sense in which it is every day and every where understood and used. I meant by it, simply the *forms and names* of the twenty-six letters. Thus, a child is said to know the alphabet when he is able, on looking at the forms of the twenty-six characters, to call them, severally, by name. Thus, also, a certain child was once said to be "*totally ignorant of the alphabet*," because she was supposed to be ignorant of the names of the letters.

In bringing to my aid, in the Primer, an extract from Mr. Mann's Second Report, I did not imagine that he was using the term alphabet, in any other than the ordinary sense. Had I supposed, for a moment, that he intended to exclude the elements, as he is now represented to have done, I should have avoided all reference to him on the subject.

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* Mr. Greene, speaking of the Primer, says, "It contains about a thousand different words, as ascertained by actually counting them." I have not thought it important to test the accuracy of his simple addition.

Mr. Greene's grand mistake consists in supposing that I meant, in using the term alphabet, to include the POWERS *of the letters; and that in recommending an exclusive attention, for a time, to whole words, I would avoid teaching the powers as well as the names.* But this I would not do, if I could; and I could not, if I would. For, as I view the matter, some knowledge of the powers of the letters *cannot* be long (if at all) excluded, when children are permitted to begin with whole words. For instance, the child who already knows the word *man*, on being taught the words *pan* and *fan*, must, of necessity, become acquainted with the power of each initial letter of the three words. The words *eye* and *ear* are among the first in the Primer. Each is immediately followed by its plural. Can the scholar possibly avoid learning one of the sounds of *s*? Thus from day to day progress is made until all the powers are learned. *Mr. Greene* may see, as his language implies that he does, how it *is* possible for the scholar to learn "a hundred, or a thousand, or ten thousand words" before he begins to learn the powers of the letters; but, for myself, I can only say, that the idea, even in relation to the minimum, is beyond my comprehension. The only way, known to me, in which there is any pretence for teaching to read, and in which the child must for a long time remain ignorant of the powers of the letters, is that of confining him, at first, to the learning of their names. *This* is the way, if there be any, to avoid the phonetic character of our language.

But I did not intend even the omission of the names of the letters, in the passage—"Throughout the whole book, then, let it be an invariable rule to have the attention of the child *first* directed to the whole word. Let the *first* exercise with every new page, be, the reading or pronouncing of the words, &c." On this quotation Mr. Greene places great reliance, in support of his error. I see not how I can make the language as it stands in the book, more intelligible to the good sense of Primary-school teachers—for whom it was specially designed; nor do I know how to throw light upon it for Mr. Greene, otherwise than by saying, that I simply intended to recommend that the pronunciation of the word should *precede*—not PREVENT—its spelling, or the naming of its letters; and that in my use of the word *first*, which occurs twice in that place, I did not intend to convey the idea of *only*.

Thus much in regard to those portions of the books which Mr. Greene has cited as his authority. It seems to me that a fair and reasonable construction of them authorizes a conclusion *directly the reverse* of that which he has drawn.*

But there are other portions, which, one would think, ought not to have escaped the notice of a sagacious eye.

The title page of one of the books begins in this wise: "My First School-Book, to teach me, with the help of my Instructer, to read and SPELL words."

In the directions to the Teacher, in the same book, are these passages, among others of similar character.

"The first fifteen words contain THE WHOLE ALPHABET in small letter. The *capitals* need be learned only as they are met with in the course of the book."

"The scholar may learn the whole fifteen [FIFTEEN] different words on pages 7–10, before any thing is said to him about the letters; or, if the teacher prefer, HE MAY BEGIN WITH THE LETTERS EARLIER."

"Spelling, as commonly practised in schools, is of no assistance whatever in the way of pronunciation, inasmuch as the *names of the letters* of a word are, in general, totally different from its *elementary sounds*. Directing a child who stumbles in pronouncing a word, to 'spell it' in the usual way, is only increasing his embarrassment. If ORAL SPELLING consisted, as it should, [AS IT SHOULD,] in uttering the ELEMENTARY SOUNDS, the case would be different."

"There are two ways of SPELLING—one that is apprehended by the *ear*, and the other by the *eye*. The former is the ordinary, and, to a great extent, the exclusive, method in primary schools. Whatever advantages it may possess, it is doubtless wanting in practical character. It trains the ear, and not the eye; and therefore is deceptive to those who suppose that an ability to utter the *names* of the letters of a word, necessarily secures PRACTICAL SPELLING, or an ability to place the *forms* of those letters in proper combination on paper. The latter method, on the contrary, is entirely practical. It is, in fact, *the* spelling of everyday life. And such is its superiority to the other, it may

* I have omitted one thing. Mr. Greene, speaking of the Primer, says with emphasis, "*The alphabet, as such, is not even inserted in it.*" He refers, no doubt, to the fact, that the vertical column of letters, such as is usual in Primers, is omitted. I am indebted to one of Mr. Greene's associates for an anecdote in reply. He says, "I have somewhere heard of a *literal* lady who once passed severe censure upon an excellent Thanksgiving sermon, because the *word* thanksgiving no where occurred in it."

be safely affirmed, that a dozen words written from memory or dictation on a slate, is a more profitable exercise than the mere vocal spelling of fifty words.

Here it will be objected, that children, at so early an age, cannot write. But this is a mistake. At any rate, they can be taught to make some legible marks in imitation of the printed letter; and this, too, with much pleasure on their part, and little trouble on the part of the teacher. Experience has proved that the various characters represented on the picture-slate (see cover) can be made by these young learners. True, they will be, at first, ill-favored, and almost illegible; but encouragement and practice will every day improve them. This method of spelling, therefore, is believed to be indispensable, partially at least, to all those who would be sure of making their scholars GOOD SPELLERS."

The following is from the Primer.

"It is surprising how many difficult things children learn with ease, in an indirect, incidental, and imperceptible way. And teachers will find that, with hardly any direct effort on their part, the KNOWLEDGE OF THE LETTERS will come. While learning words, the pupil is becoming acquainted with the FORMS OF LETTERS, and is thus, in an important sense, learning them: while using the SLATE, as recommended in 'My First School-Book,' he must be LEARNING THE LETTERS, especially as, in connection with this exercise, the teacher has frequent occasion to mention their names; and, again, while listening to the SPELLINGS of those who are just before him in the school, he is still aided in this very thing:—thus, in various ways, it will be found that, even from the first, [FROM THE FIRST] he is really, though imperceptibly, making progress in ACQUIRING THE ALPHABET."

I believe the child is not to be found, possessing ordinary capacity and having been faithfully taught according to the directions contained in these books, who is not a good reader and speller.

I will only add, that connected with my series of books, there is a large sheet, called, "Table for use in training the Organs of Speech in Articulation," the express object of which is to make children perfect in the knowledge and practice of the ELEMENTARY SOUNDS. And that in one of the Spelling-books there is a more minute analysis of English Utterance, than I believe can be found in any other Primary-school book. I have reason to think that Mr. Greene has seen them both. The first sentence of the latter is in these words:

"A simultaneous exercise by a *whole school* in the ELEMENTARY SOUNDS OF THE LANGUAGE, will be found interesting, as well as highly useful."

The method of teaching to read, advocated in my books, differs, it is true, from the old and prevailing one. The difference consists, however, not in excluding, or even postponing, a knowledge of the true elements of reading; but in beginning to teach them, practically, at an EARLIER—at the EARLIEST POSSIBLE—period. While the child in the one case is learning the names of the letters, in the other, he learns not only their names, but many of their powers. I cannot conceive how this method can deprive the language of any of its phonetic character, or violate any common-sense principle. The unfortunate inference which Mr. Greene has drawn from his examination of my books, is, to me, an extraordinary fact. I am sure, if he had ever spoken to me on the subject, I could have shown him his error, and saved him from the publication of it. As the father of one of his pupils, I earnestly hope that other books in his hands do not meet with similar misapprehension.

J. F. BUMSTEAD.

Boston, July, 1845.

REPORT OF COMMITTEE

ON THE

HAWES SCHOOL FUND.

REPORT

OF A

COMMITTEE OF THE INHABITANTS OF SOUTH BOSTON,

IN RELATION TO THE

Hawes School Fund.

SOUTH BOSTON:
PUBLISHED BY DIRECTION OF THE COMMITTEE.
GAZETTE PRESS,—A. J. WRIGHT, PRINTER.
1850.

NOTE.

THE following Report was submitted to a meeting of the inhabitants of South Boston, convened in the Ward Room by a call of the Committee, on the evening of October 22, 1849. Having been read, it was, by a unanimous vote of the meeting, laid on the table and ordered to be printed for gratuitous circulation.

SAMUEL H. JENKS, *Chairman*,
Of said meeting.

Attest, LEWIS SMITH, *Secretary*.

South Boston, March, 1850.

The Hawes School Fund.

The Committee, appointed by the inhabitants of South Boston, on the 16th of May last, to ascertain facts in relation to the past management and present condition of the Hawes School Fund, beg leave, respectfully, to submit the following

REPORT.

Impressed with a sense of the importance of a thorough investigation of the whole subject, the Committee have spared no pains in collecting facts, bearing on the result contemplated in their appointment. They have examined the voluminous Will of Mr. Hawes, recorded in the Probate office of Suffolk County. They have corresponded, by letter, with the Trustees of the Fund. They have examined (very imperfectly) the Books of the Treasurer, and have made such verbal inquiries as they deemed best calculated to develope the history of this munificent trust. The result of their labors they submit to their constituents, not without fears that it will disappoint their reasonable expectations.

John Hawes, long a resident of South Boston, died in January, 1829. He is remembered as a man of eccentric habits —of a strong but uncultivated mind—of unyielding preferences and prejudices—practicing great self-denial with a view of prosecuting purposes of public charity. Realizing in his own experience the evils of a deficient education, he resolved, long before his death, to make provision for the edu-

cational interests of the rising generation. To this end, in executing his last will and testament, he made a liberal bequest to the "inhabitants of South Boston," for the establishment and support of "public schools."

Your Committee were desirous of knowing what had been the income of this bequest since the death of the testator, and how the same had been applied by the Trustees. To obtain this information they addressed the following letter to the Board:—

South Boston, May 22, 1849.

To the Trustees of the Hawes School Fund:

Gentlemen,—At a meeting of the inhabitants of South Boston, held at the Ward Room, on the 16th inst., and called for the purpose of ascertaining the interest of said inhabitants in the Hawes School Fund, a Committee consisting of Messrs. Joseph Smith, J. A. Stevens, N. P. Mann, T. Stover, and T. D. Cook, was chosen, and charged with the duty of conferring with your Board on the past history and present condition of the said fund.

To carry out the objects of this meeting, the committee met on the 21st instant, and after organizing, instructed the chairman, by a unanimous vote, to address the following inquiries to your Board, viz:

1 What amount of land was bequeathed by the late John Hawes,—the proceeds of which were to be appropriated for the support of 'public schools in South Boston?' and what improvements were on the said land?

2 Has any of the said land been sold? If so, when? to whom? and for how much?

3 What has been the gross income from said land and improvements? What amount has been expended for taxes? What for repairs, and insurance of improvements?

4 Has any amount of the income been appropriated for the support of Public schools, in South Boston? If so, how much? and in what way?

Finally—What, in your judgment, is the value of the Fund at the present time?

Your early attention is respectfully invited to these inquiries.

Yours, truly,

T. D. COOK,

For the Committee.

To this, the following reply was returned:—

BOSTON, June 13, 1849.

Rev. T. D. COOK: Sir,—In answer to your inquiries of May, 22d ult., addressed to the Trustees of the Hawes School Fund, I send you, by request of the Trustees, the enclosed abstract.

Respectfully yours,

BENJ. JAMES,

Treasurer of Hawes Fund.

In answer to the Committee of Inquiry, respecting the Hawes School Fund in South Boston, the Trustees submit the following abstract from the books, &c., relative to said fund,—to wit:

"In 1831, James Humphries, executor of the will of Mr. John Hawes, passed into the hands of Trustees of the Hawes fund, in Boston, a lot of land in Boston, on the westerly side of Washington street, near the Roxbury line, (called the Fiske place,) containing about 60,000 feet, with a brick house thereon, partly finished on the inside, and the outside wanting repairs, also a workshop, and several old buildings of little value. Also a lot of land at South Boston near Hawes Place Church, containing inclusive of streets, about eight acres, having a brick house, barn, and shed thereon,—the house was so much out

of repair, that the Trustees took the opinion of three respectable mechanics on the expediency of taking down or repairing the same. On this estate was a conditional life lease to Mr. Capen, which life lease has since been extinguished, by the payment of twenty-six hundred dollars, being the estimated value thereof, as estimated by the late Mr. Bowditch.

One half the above described premises, was given by Mr. Hawes for School Fund.

The income and receipts of the School Fund estate, has been expended as follows, to wit:

Expenses of Fiske Place, for taxes, insurance, and repairs $1778. 34—½ school fund	$889. 17
Paid Rev. Lemuel Capen, for lease, $2600—½ school fund	1300. 00
Paid for tuition of South Boston scholars, at Mrs. Burrill's school	3312. 68
Paid proportion of expenses of law suits, with settlement of heirs, Trustees' services, etc.	$1574. 06
Paid taxes, insurance, and repairs on South Boston Place $4755. 94—½ school fund	2377. 97
	$9,453. 88
Gross amount received from school fund	$8,547. 45

The tuition of South Boston scholars has been discontinued.

The estate on Washington Street is now under lease at $1300 per year, exclusive of repairs, taxes and insurance—half of which belongs to the school fund.

The South Boston estate is now let at $425 per year, from which taxes, insurance, and repairs are to be deducted.

About two acres of the estate at South Boston was sold September, 1835, for $2120—half of which belonged to the school fund, $1060—which is included in the above-mentioned gross amount. The above sale was made to the Warren association.

The above statement of the school fund is up to January 1st, 1849; there is at the present time between seven and eight

hundred dollars due from rents, etc., to school fund. The value of the property at the present time, belonging to the school fund, is variously estimated."

Not entirely satisfied with this answer, the committee addressed another note to the Trustees, of which the following is a true copy :—

South Boston, July 6th, 1849.

Benj. James, Esq.,

Treasurer Hawes Fund:

Dear Sir,—In your report of the present situation of the Hawes School Fund, made to the Committee of Enquiry, June 13, 1849, on one item, viz: "Paid proportion of expenses of law suit, with settlement of heirs, Trustees' services, &c.," the Committee are desirous of more definite information. We are requested, therefore, by the Committee, to ask you to give us the several amounts comprised under this general head: the amount paid for law suit, and amount paid for Trustees' services, with the proportion which the School Fund bears in both charges.

(Signed) J. A. STEVENS.
JOS. SMITH.

It will readily be seen that these inquiries were demanded by the circumstances under which the Committee were placed, seeking, as they were in duty bound to do, statistical information in behalf of their constituents. But they were proposed in vain, and up to this moment they remain unanswered.

In default of an answer to these inquiries, however, the Treasurer suggested that a personal interview between the Trustees and Committee would be acceptable to the former, and might prove instructive to the latter. There being no other alternative presented for obtaining facts in the case, the Committee acceded to their proposition, and on an evening soon after, met the Trustees at the house of the Treasurer. But it was readily seen, by your Committee, that an effort to obtain statistics from a personal examination of the books of

the Treasurer in an hour's interview with the Board, would be entirely unsatisfactory, if not useless. For if the Trustees could not, in a given instance, furnish the items of a charge standing against the school fund, without exhausting their energies, it could not be expected of a Committee, wholly unacquainted with their accounts, in a single evening, to note these items with sufficient accuracy to satisfy themselves or the public, of the justice or injustice of the aggregate charge. But yet, imperfect as the examination necessarily was, it disclosed one or two facts in which the legatees of Mr. Hawes may reasonably be supposed to feel some interest. To these we shall have occasion to allude hereafter.

These being the only reliable sources of information open to the Committee, they are unable to embody in their Report, all the statistics which they were commissioned to obtain. This they regret. But, appropriating such as they have been able to collect, they must leave others, who may hereafter feel an interest in the history of this trust, to prosecute the inquiries they have instituted—inquiries, which, if definitely answered, had sufficiently developed the past management of the Fund.

It is not, in these remarks, designed to reflect upon the character of the Trustees. And while the Committee most cheerfully accord to them the most honest and honorable purposes in all their actions, they reluctantly call attention to the errors which it is feared, they have committed. No prerogative of final judgment, however, is here assumed. The Committee only express an opinion, and leave the public to decide upon its correctness.

1. The Committee think that the Trustees have erred in appropriating the avails of this Fund. To mention only two or three instances for example. In the very imperfect examination of the Treasurer's books, (to which reference has already been made,) it was found that the School Fund was charged with about One Hundred Dollars, expended in fitting up the Vestry of the Hawes Place Church—furnishing it with settees, book-cases, &c., for the benefit of the Sabbath school

connected with the society worshiping in that house. When asked for an explanation of this charge, the Trustees informed the Committee, that, as the Sabbath school was open to the *public*, they felt justified in making this appropriation—the fund having been left for the establishment and support of 'public schools.' How many similar appropriations have been made it is impossible for the Committee to decide.

2. The appropriation for the support of Mrs. Burrill's school, amounting to the sum of $3312.68.* The general character of this school is known in South Boston. It is a private seminary for young Ladies, enjoying an enviable reputation at home and abroad. It is distinguished for its liberal tone—for the efficiency of its discipline, and for the practical utility of its instruction. Still the Committee had serious doubts about its being a "public school" in the sense of Mr. Hawes' will. These doubts multiplied when it was remembered that it was only open to females, and they therefore addressed an inquiry to his Honor, the Judge of Probate, touching this point, in the following words, to wit: "Is Mrs. Burrill's school a 'public school' in the sense of the will? or in the common acceptation of the phrase? If not, were the Trustees authorized to appropriate $3312.68 to the support of said school, and charge the same to the income of the School Fund?"

To this inquiry the following answer was returned:—

"The words of the will are, 'for the purpose of establishing and supporting public schools in said South Boston, in such way and manner, as in the opinion of the Trustees shall tend to the advantage of the inhabitants of South Boston.' Now the first question is, as to the kind or species of school referred to in the will; and the rule of construction requires effect shall be given to each word of the provision, if possible. *Public* school, in ordinary parlance, is applied to our City schools—where admission (under the provision of Law) is a

* This does not include a sum of about Four Hundred Dollars employed in fitting up her school-room.

right, but the legal and statute term is *common* schools. Then the will of Mr. Hawes speaks of 'establishing' and 'supporting' schools—and the common schools can be *established* only by the City Government, and could not be by Mr. Hawes' trustees—the will therefore can not refer to (City or) common schools. The will uses the word '*public*,' and thus denotes schools open to all children under the restriction added by the subsequent words of the will, of 'inhabitants of South Boston,' and I think the schools intended by the will, are schools open to all children of the inhabitants of South Boston, at the expense and on the support of the fund provided by the will. Therefore the Trustees are authorized by the will to do all things necessary for the maintenance of such schools—to procure the school-house or room, warm and furnish it, and pay the instructors, and must then admit the children of all the inhabitants of South Boston; and I think they can use the funds appropriated by the will to this purpose, and for no other, and can not omit this."

It is evident from this decision that all money appropriated for the support of Mrs. Burrill's school, is unauthorized by the terms of the will, or by the legitimate powers of the Trustees.

It is due to the Board to remark here, that by their action previous to their correspondence with the Committee, this appropriation was discontinued. Whether this movement was dictated by a conviction, in harmony with the deliberate opinion expressed above, by the Judge of Probate—a conviction that they could not legally support such a school as that of Mrs. Burrill, or by a purpose to change the policy of distributing the income of the Fund, so as to make it of more general utility, is a question not easily decided by the Committee.—Both reasons were assigned by different members of the Board; and they are therefore entitled to the credit of both.

3. Rev. Mr. Capen occupied the premises at South Boston during a period of four years, after he relinquished his legal claim to the same. The Trustees in consideration of his connection with the society—laboring for a small compensation

compared with the expenses of his family, very generously, from year to year, tendered him the use of the place as a gratuity. While such tokens of respect for the servant of Christ, who are usually poor enough to be humble, are creditable to parishes abundantly able to make them, they lose their value to the recipient, and reflect no great credit upon the donors, when they are subtracted, even in part, from funds appropriated by the last will and testament of the departed, to other and different purposes.

Some doubts have been expressed to the Committee about the strict propriety of the appropriation made to "extinguish" the "conditional life lease" on the South Boston estate, held by Rev. Mr. Capen. It will be recollected that the Trustees paid him $2,600.00 as an equivalent for his legal interest in the said estate, and charged one half this amount to the School Fund. But if the removal of Mr. Capen was a measure, dictated solely by a desire to improve the trust—to make it more productive—no one will question either its propriety or justice. And this the Trustees allege; *this the Committee believe.*

Allusion has been made to the fact here, because, as before hinted, some of the friends of Mr. Capen, think that the extinguishment of his lease on the property, contemplated some ulterior action in regard to the parish—that it was but the beginning of a series of events, which had been arranged with reference to his ultimate dismission from his charge, and the settlement of a successor, whose wider popularity, as a preacher, would insure large accessions to the society. If it should hereafter appear that this was the motive, then obviously the Thirteen Hundred Dollars should be placed to the credit of the School Fund.

The language of the Judge of Probate is unequivocal on this point. He says—

"If the interest of the Parish, or their wishes, or the execution of that part of the trust, which is specified as 'the support and maintenance of the Gospel ministry, &c., &c.,' in Mr. Hawes' will—required or made expedient the removal of

Mr. Capen, then the Trustees can not charge one half of the expense of this to the School Fund—but should charge the whole cost of it to the other fund, that (of the society or) for the maintenance of the society. There are here two *cestui qui* trusts, dividing equally the income of certain trust property. All expenses incurred to secure increase or improve that income are to be borne equally by the *cestui qui* trusts—but whatever is done to promote the interest of one of the cestui qui trusts, according to the tenor and purpose of the trust, must be paid for exclusively by that cestui qui trust and out of the fund held for it specially."

II. Another matter in which it seems to your Committee that the Trustees have erred, is in the method of keeping their accounts. The answers of the Treasurer respecting the appropriation of the avails of the School Fund clearly indicate this. They show that it is with great difficulty that any definite information can be drawn from their books. As an illustration of this idea, the statement in regard to the expense of law suits with the natural heirs of Mr. Hawes, might be cited. It was impossible to ascertain how much had been thus expended, or how much of the aggregate sum was chargeable to the School Fund. From an estimate of the value of Mr. Hawes' effects, (the data of which was a schedule thereof, filed in the Probate office, about three years after his death,) it was ascertained that the School Fund constituted about one eighth of his bequests. And this schedule was returned by the Trustees, after the settlement with the heirs was concluded. And from this, the Committee inferred, that only one eighth of the expense of litigation with the heirs, was chargeable to the School Fund.

It was a very important consideration, therefore, to ascertain, if possible, the precise amount expended in contending with the heirs. But notwithstanding the Trustees were earnestly pressed to furnish information on this point, the Committee have none to present. They are still in darkness upon it.

From a hasty examination of the Reports of the Board to

the office of Probate, which the Committee were enabled to make, it appeared that there had been, during the three years following the death of Mr. Hawes, less than a Thousand Dollars paid to Counsel for defending the validity of the will.—What other expenses attended the suit they could not learn. It is presumed, however, that the balance was either charged as "sundries" or as compensation for "trustees' services, &c."

If the schedule just referred to, exhibits the proportion between the School Fund and the balance of Mr. Hawes' estate, the data furnished by the Treasurer shows that $12,592.48 have been expended for the "law-suit with the heirs, trustees' services, &c.," or upwards of $11,000 for Trustees' services alone.

But it should be remembered that the School Fund consists exclusively of real estate. It has undoubtedly increased in value more than the parish fund, and does not, therefore, bear the same proportion to it now, that it did at the death of Mr. Hawes. The Trustees now charge it with one fourth of the expense of their services.

But a still more conclusive proof of negligence in keeping the accounts of the Board, is furnished in the statistics submitted to the Committee. In this "*abstract*" they are informed that "the gross amount received from the School Fund is eight Thousand five Hundred and forty-seven Dollars and forty-five cents." And this is reckoned only "up to the first of January, 1849." Up to the same time, the Trustees report an expenditure of $9453.88. Are they deficient in funds? By no means. Less than six months from the 1st of January, 1849, there is between seven and eight hundred dollars due from rents, etc., to School Fund.*

* In justice to the Board of Trustees, the Committee would state, that it was not the intention of the Treasurer to report any funds on hand; but on the contrary, to report the School Fund in debt on the 1st of January, 1849, $904.43. The "7 or 8 hundred dollars" referred to as "due to the School Fund," must therefore be regarded as the available assets of the Board to discharge this Nine Hundred Dollars liability—not as funds to be appropriated for educational purposes, as understood by the Committee, at their personal interview with the Board, previous to the reading of the Report.

The Committee regret the necessity of making this exposition of facts, and do it only with a view of securing a revision of the accounts of the Board, and greater accuracy in time to come.

If the Committee are correct in supposing the Trustees erred, in appropriating of the School Fund $3312.68 for the support of Mrs. Burrill's school, it is easy to assign a reason for this error, without ascribing any intentional wrong to the Board. They might have done it, earnestly desiring to obey the instruction of the will. They might have done it under the pressure of circumstances, not foreseen by Mr. Hawes. With the city schools about them open to all, it would have been useless to have established schools resembling these in character—to have *established such* "public schools." Nor could they, for the want of means, if the public interest had demanded such schools. They were therefore *compelled* to seek the nearest approach to such schools, as was already established, and to settle upon that a small annuity. And this they found in Mrs. Burrill's school. But it was not necessary to appropriate the income of this fund annually. The interest might have been invested, as it accumulated, until it had been sufficient to realize to the inhabitants of South Boston, the purposes of their benefactor.

How shall the interest of this Fund be appropriated hereafter? The Trustees suggest the propriety of establishing schools for persons over sixteen years of age—for young men and young women who have not enjoyed the advantages of education in early life. It is believed that the city would generously grant the use of a single room in two of the School-houses in South Boston, warmed and lighted for the purpose, for an evening school of this character, for at least eight months in a year, and that faithful instructors could be found who would devote their time for a reasonable consideration, to the accomplishment of such an enterprise.

This suggestion of the Trustees is worthy of consideration. The only question is in regard to the probable success of such

novel schools. If all who need the advantages which they might secure to the young, would avail themselves thereof, this question would at once be solved, and the public would be essentially benefited by their establishment.

Another method of disposing of this Fund, which has occurred to the Committee, may be suggested in a few words. The increase of population in the ward, will, in a short time, render it desirable to establish here a High School, with one department for boys and another for girls. Now, if such overtures could be made by the Trustees to the City Government, as should be deemed liberal—if they could pledge themselves to do something towards the permanent support of such a school, if once established, it is believed that the importance of the measure and the conditions of its realization, would be such, as to commend it to the favorable regard of the city, and thus hasten a "consummation most devoutly to be desired" by every friend of education in South Boston.

But, it will be inquired, could the Trustees command the means to enter upon such a negotiation with the City Government? Certainly not with the present income from the Fund? How shall it be made more productive? This is an important question, and the Committee, with much diffidence, submit the following suggestions for the consideration of the public:—

1. Let the land in South Boston be laid out into house lots —the value of these lots to be duly estimated, and then let them be leased for a series of years to persons desirous of building upon them, at the interest of their appraised value; with the understanding that the valuation shall be renewed every ten years; and an increase of ground rent demanded, corresponding to the increase in the value of the land. To make it an object to builders to lease on such terms rather than to buy, it would be necessary to place the price of lots below the market value.

2. Let those having an interest in this estate, viz. "the inhabitants of South Boston," unite in petitioning the General

Court of this Commonwealth for authority to sell the said estate, and to invest, in permanent securities, the sum realized therefor.

What would be the value of the fund thus invested? It is not easy to answer this question. But adopting the estimates of the City Government, recently published, it is safe to reckon the land at South Boston at 40 cents per square foot. Of the three acres here, at least ¾ of an acre must be appropriated to streets, leaving a balance of 2¼ acres for sale. This at the price named would amount to $39,204.00. Again, availing ourselves of the same "estimates," it is equally safe to reckon the Fiske estate, with the buildings thereon, at $1.25 per square foot, or the school interest at $37,500.00. This added to the value of the South Boston estate, and a fund is created amounting to $76,704.00. The interest of this sum would be $4,602.24—enough to warrant negotiations with the City Government for the establishment of a High School in South Boston without delay. It is certainly enough to claim the attention of the inhabitants of our Ward, and to make them feel the criminality of indifference to its management.

In conclusion, the Committee would suggest their own doubts of the strict propriety of taxing this property to meet the expenses of the City. In one sense it belongs to the City of Boston. If its income is properly appropriated, it diminishes the annual expenditure for Public Instruction. Why then should it be taxed more than other charities under the exclusive control of some branch of the City Government?

Respectfully submitted.

JOSEPH SMITH.
J. A. STEVENS.
T. D. COOK.
N. P. MANN.
THEOPHILUS STOVER.

Boston, Nov., 1849.

NOTICE.

THE

SOUTH BOSTON GAZETTE

IS PUBLISED EVERY SATURDAY,

AND

DELIVERED TO SUBSCRIBERS IN SOUTH BOSTON,

FOR

One Dollar a Year, in advance.

A. J. WRIGHT, Publisher.

The GAZETTE is eminently devoted to the interests and welfare of South Boston, and consequently has peculiar claims upon her citizens for encouragement and support. Those residents who have not yet subscribed for the paper, and who may see this notice, are respectfully requested to immediately enroll their names among the honorable few who have upheld the publication for the past two or three years.

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CALEB GILL & Co., BROADWAY.

To the Citizens of Boston

THE reprint of the following communication, taken from the columns of the *Saturday Evening Gazette* of July 5, 1863, has for its object some disclosures in regard to certain transactions in connection with the present school system, by which the patrons of the Public Schools of Boston are made to furnish new and expensive text-books for their children, and also to show the disposition of a portion of the Text-Book Committee to adopt only such books as they, in their judgment, may select, without regard to the Rules of the Board, or cost of the publications introduced.

From a careful perusal of this communication, it will appear that it is fully time for the citizens of Boston to take this matter into their own hands, and place men in office who will look to the interests of the entire community as well as to the interests of those who claim a large share of public favor, so far as it relates to *home* patronage.

It is time, too, that those who have children attending our public schools should comprehend the workings of the "peculiar institution" which now governs the selection of text-books. If books, *unpublished* and necessarily *not examined*, are to be adopted, and this too, at a price enriching the publisher at the expense of the poorer class of tax-payers, (being nearly double the amount asked for a much *better* series of competing reading and spelling books,) should not the fact be known, and a thorough investigation made as to the late conduct of the Text-Book Committee, in the selection of the books hereafter referred to?

Should not wrongs so patent find redress at the ballot-box, and unbiassed and disinterested men be selected to fill the place of those who have so recklessly trodden under foot *prescribed rules*, giving no consideration to liberal offers which should have received, at least, common courtesy, and a candid hearing, from men appointed to look after the interests of those they should faithfully represent?

Have we not a School Board, made up largely of Professional gentlemen, many of whom have not a child within the walls of a school-house in this Commonwealth, while others of the Committee can not attend to the labor, so

essential to a proper discharge of the duties of the office, and in the absence of whom, certain measures may often be carried through the Board, prejudicial to the best interests of the community at large?

Would it not be far preferable to reduce the Board to one-half its present nominal number, and to elect from among our citizens working and *practical* men, who, knowing the interests of both pupils and parents, will not shrink, either from fear or favor, from performing their duty?

The late change in school readers alone — the adoption of Hillard's new books, in place of his old series, before they were published, and consequently without examination, and this, too, at a reduction of only *twenty per cent.* from the publisher's wholesale prices — is an assumption of power unprecedented in the introduction of school-books, and one which, if practiced annually for a brief period, would contribute largely toward the depletion of the city treasury, and would enrich the publisher at the expense of the people.

These things being so, if there is a tribunal before which this worthy Text-Book Committee can be brought, they should be made to appear and render a strict account of their stewardship; but, if otherwise, let public opinion condemn their action, and public sentiment point to the remedy. It is no difficult task to learn the names of those who have been most prominent in making this change in utter disregard of every rule established to govern the action of the Board.

Let, then, their places be filled by those who will remedy the difficulty, and save to the city from six to ten thousand dollars, which are now annually expended for the benefit of favorite publishers.

REPORT

OF THE

TEXT-BOOK COMMITTEE.

The Report of the Text-Book Committee of the Boston Schools, by their chairman, will doubtless surprise many of its readers who are not familiar with the peculiar "*modus operandi*" in regard to the selection of books for use in our public schools. That portion of it relating to Readers and Speakers, especially, was evidently written under circumstances of great embarrassment. The liberal proposition to place a rival series upon the list of text-books in competition with those of a favorite author and publisher, at a previous meeting, when *half* read before the full Board, had been referred to the Text-Book Committee, and *must* be reported upon. How to frame a report that would satisfy their fellow-members of the Board and the patrons of our public schools, who are only interested in having the "best" and the "cheapest" books, regardless of authors and publishers, and, at the same time, commit no offense against those having different views on the subject, must, certainly, have been a little perplexing. The

Report itself is sufficient evidence that the chairman felt himself in just this dilemma.

Under these circumstances, is it strange that we should look in vain in the Report for evidence of a "full consideration of this subject"? Is it strange that it should be so worded, however unintentional it may have been, as to convey wrong impressions, and to abound in mistakes and inconsistencies? Let me call your attention to a few of them.

In the first place, it seems to me that the Report evinces but little acquaintance with the Progressive Series of Readers, on the part of the chairman, for it does not discriminate in regard to the authorship of certain books which he wishes the reader to infer (for he nowhere states it as a fact) have been examined by the Committee; for most assuredly we should not expect that a gentleman, holding the honorable and responsible position of chairman of such an important committee, could designedly represent the action of the present or past committee in a false light. Yet every reader of the Report will be constrained to accept one or the other of these conclusions.

Here is the language of the Report: "At a meeting of the Board, in April last, a communication was made to the 'School Committee of the city of Boston,' by Mr. Oliver Ellsworth, publisher of Town & Holbrook's Readers (and speller) called the 'Progressive Series,' asking for the introduction of their books into the public schools." . . . "When the communication had been about *one-half* read, a motion was made and

prevailed to omit the further reading and refer the paper to the Text-Book Committee."

Now, why was this? Why should a respectful communication, addressed to the President of the Board, and designed to be read in the hearing of the entire "School Committee of Boston," be thus so abruptly and summarily referred to the Text-Book Committee? Did any one suspect that it might possibly reveal facts, and make proposals, prejudicial to the success of certain interests which clamored for protection? Whatever may have been the reason for this quasi-suppression of the communication, one thing is certain: every member of the Board had a right to know its contents. But, had it not been that Mr. Ellsworth prepared and sent a second communication to each individual member, there is no evidence that any member, outside of the Text-Book Committee and those in their confidence, would now have any knowledge of the important and liberal propositions contained in the first.

Again: "The Committee decline to recommend the adoption of Mr. Ellsworth's propositions," (by which from six to ten thousand dollars may be annually saved to the patrons of our schools, and a *better* series of books secured for the use of our scholars,) "because a portion of the *Progressive Series has been tried* in our public schools." . . . "The Progressive Speaker was introduced by some six or seven of our District Committees into the schools under their charge, and held its place in each for a *longer or shorter period*."

To a member of the "inner circle," the laugh would

come in at the close of the last sentence; but not so to the great majority of the Board, and to the teachers and patrons, all of whom have been watching these strange proceedings with unusual interest.

Just here it may be well to remark, by way of showing the nervous apprehensions of certain individuals on account of the rapid introduction of the "Speaker," that not more than a month had passed after its adoption in these schools, before an unfriendly but puerile review of this book appeared in the columns of the Boston *Daily Advertiser*, which is said to have emanated from the pen of a gentleman largely interested in the copyright of competing books on the "list." In reply, "The Critic Criticised" made its appearance; and its truthfulness and severity are fully attested, not only by its damaging effects upon Hillard's Readers, from which they have never recovered, but also by the fact that their author and publishers have adopted its suggestions, and made many of the corrections in some one of their numerous revisions.

This review, in the *Daily Advertiser*, was the first and only open blow struck at the "discontinued" Speaker. But could the secret history of its discontinuance be fully written, or, in other words, if it would answer to publish it, it might cause a blush deeper than crimson to mantle the cheeks of those certain individuals, who have more than *one* interest to protect in the selection of text-books for the Boston schools. Let no one, therefore, accept the statement, that the "discontinued" Speaker was "stricken from the list of text-books"

because it failed to give satisfaction to any except to the very *disinterested* individuals before referred to.

The Report gives another erroneous impression in regard to the "Progressive Series." Any reader would infer from its language, that a portion of the books prepared by Town & Holbrook had been "*tried* in our public schools;" whereas, not a single book of the Progressive Series, by Town & Holbrook, has ever been used in the public schools of this city.

Did the chairman suppose that his Report would be so hurriedly and carelessly adopted as to preclude any presentation of the *facts* in the case, as well as to prevent a careful examination of Town & Holbrook's Progressive Series by the members of the full Board? If so, the result but too plainly proves that he well knew that his confidence was not misplaced. The "Progressive Speaker," a superior book, — one which gave entire satisfaction in the Boston schools where used, as long as it was unmolested by official influence, was compiled by no less an "Eminent and Practical Teacher" than Professor D. B. Tower of this city, author of many other successful school publications. This book, for simple reading exercises, may be preferred by some to the Fifth Progressive Reader; but the latter book is generally conceded to be far the most complete and practical elocutionary work ever used in the schools of New England.

The "Progressive Series" is complete in itself, — consisting of a Primer, and a First, Second, Third, Fourth, and Fifth Reader, and a Speller and Definer, not one

of which has yet been tested by any one of our schools.

Is it possible that the chairman of the Text-Book Committee did not know these facts? If this be so, is there not some reason to conclude that he has never even examined so much as the "Title-page" of the Speaker, and of the different numbers of "Town & Holbrook's Progressive Series"? How could he? The reason will plainly appear in the sequel; and it might, perhaps, with propriety be said, that for this apparent neglect, he ought not to be charged with an unpardonable offense; for the superhuman effort necessary to stretch his vision beyond the things that *now are* to those which he fancies *are to be*, and to judge of the one as *confidently* as of the other, must not only have taxed *all* his energies, natural and acquired, to the very utmost, but fully occupied most of his hours devoted to the interests of the Boston Schools.

Read the language of the Report: "Your Committee do not recommend the adoption of the 'Progressive Series,' as urged by Mr. Ellsworth, and they are strengthened in advising this course from the fact that Hillard's *Readers*, or a considerable portion of the series, *is* undergoing a careful revision, and they recommend that the *revised edition*, which will contain valuable and important suggestions by teachers in our public schools, be introduced *as fast as it shall appear*."

Here, certainly, is an exhibition of unusual human foresight on the part of the chairman, at least, — of most extraordinary powers, — or of *confidence* that knows no

bounds in the productions of a certain author, whose *first* efforts at school-book making have been pronounced *a failure*, not only by the almost unanimous voice of the people, but by himself and publishers, in their present attempt to hold your patronage, by *promising a new* series, "which will *contain* valuable and important suggestions by teachers in our public schools," and, it might truthfully be added, *imitations*, also, of "Town & Holbrook's Progressive Series."

One or the other of these suggestions must be true. Is it the first? Does he not unblushingly claim to "know the end from the beginning," and thus to judge of the merits, and then, with the utmost assurance, to recommend the introduction of a series of books, which, as yet, are only *partially* daguerreotyped on the author's brain, — books, therefore, "without form and void"? Surprising as may be the above language of the Report, yet its almost unquestioned adoption by the full Board will astonish the reader still more.

At this point, let us examine Sect. 7, chap. IV. of the Rules of the Committee, and see how it reads in connection with the preceding quotation from the Report, and with the action of the Board. It is as follows: —

"It shall be the *duty* of the Committee on Text-Books, when they think favorably of any application made by any author or publisher to introduce any new text-book into the Public Schools, to give early notice thereof to the Board, *and to see that such author or publisher furnish every member of the Board with a copy of such text-book for examination*, as a *condition* of its being pre-

sented to them for acceptance; and said committee *shall fully consider* such application, *examine thoroughly* such text-book, and, at such time as they may be prepared, within three months from the date of the application, they shall make a written report to the Board, *setting forth the reasons for or against the introduction* of said text-book into the Public Schools."

Comment is unnecessary. The language of the rule itself is sufficiently explicit to satisfy even the most careless reader, that the Text-Book Committee have failed to fulfil its requirements in almost every essential particular, not only in regard to Hillard's Prospective Series, but also in relation to Town & Holbrook's Progressive Series.

But all this, of course, argues no prejudgment or favoritism on the part of the Text-Book Committee. O, no! A Committee gifted with such superior intelligence can not be suspected of such things! And then, too, the fact that the publishers of Hillard's unpublished readers now publish about thirteen of the books already in use in our schools, embracing Worcester's Series of Dictionaries, the touchstone by which the fitness of all other books offered for introduction must be tested, together with another important fact, that *one* of this "firm" is also a member of the Board, ought not, certainly, to be presented as evidence of monopoly in the one case, nor of interested action in the other, especially since this same member, it is said, was heard to say, in substance, by way of an appeal to the sympathy of his fellow-members, that "it will ruin me,

if Mr. Ellsworth's proposition" (to save the patrons of our schools annually from six to ten thousand dollars, by the introduction of Town & Holbrook's Progressive Series, a series much superior to Hillard's both in plan and matter) "is adopted by the Board."

Now, if this be true, is not the legitimate inference an admission that the sale of Hillard's and Worcester's Series is exceedingly limited abroad, and that it is only from the profits of these and other books in the Boston schools that this very *disinterested* member "lives and moves and has a being"? Patrons of the Boston schools, are you not paying rather "dear for the whistle"?

The Report further says, "The best books, not the cheapest, should be our object. To adopt the best text-books, at a reasonable cost, is the only principle upon which we can do our duty to the schools and to the interests of education. It is believed by your Committee that this was done in selecting, and will be done in continuing, Hillard's Readers."

The kaleidoscope through which Hillard's Readers were examined by a portion of the present, as well as "the very able Text-Book Committee under whose auspices they were introduced into the schools," must have exhibited a combination of beauties far beyond the ken of ordinary vision. All this, let it be remembered, the Report says in regard to Hillard's old series, the beauties of which, as seen by the eyes of unbiassed practical teachers and other guardians of schools, are partially set forth in "The Critic Criticised," before

referred to. To this, and to the books themselves, we would respectfully refer all who wish to know the degree of confidence they should place in the judgment of these "very able Text-Book Committees."

In connection with this, let the same class of inquirers bear in mind, that there is not another modern series so little in use as Hillard's, notwithstanding it has been so much more persistently forced upon Committees. Neither is there a series so easily displaced after a trial in the school-room. If any one doubts these statements, let him inquire of the wholesale booksellers in this city as to how many of Hillard's and Worcester's series they sell in comparison with other competing series.

Such inquirers will be further aided, by considering the fact, that the author and publishers have expunged from some of the late editions of Hillard's Readers certain "moral," sectarian and otherwise objectionable pieces, besides making corrections of over *one hundred* grammatical, sentential, and other errors, in accordance with the suggestions of "The Critic Criticised," all of which escaped the critical eyes of "the very able Text-Book Committee;" and the books containing them were placed in the hands of our children, as manuals in "moral and intellectual training," and guides "to the formation of a correct literary taste."

And this is not all. The author and publishers, after thus exerting themselves to the utmost of their ability to bolster up their fast-waning Readers, and to make them successful competitors with others in the market,

have finally been obliged to acknowledge their *total failure*, by giving notice that *another* "new edition" is to be issued, or rather a "new series." And what is still more surprising, and still more humiliating on their part is, that they have been *constrained* to pay (judging from the only number issued) a high compliment to another competing series, by adopting many of the *very features* which they have always heretofore *condemned*, in unmeasured terms, as *impractical* and *worse than useless* in a series of Readers. There must certainly be something in names; else why do the Committee condemn the same things under one name that they approve under another?

Now, in the light of all these facts, just look again at the language of the Report in the last quotation, and ask the honorable gentlemen of the Committee, if they really do judge as to which are "the best books" by the number of errors and objectionable features they contain, by the names of the author and publishers on the title-page, or by their similarity to a more successful series. You need not inquire if any one of these is the *only* standard by which they estimate the merit of books; neither need you ask if any one's personal interest acts as a motive power. I would not insinuate even the *breath* of such a suspicion, much less assert it as a fact, for the world. But when I search the Report in vain for the *reasons* why they recommend one series and reject another which has been a successful rival for public favor from the first day of its completion to the present time, — reject it, too, without even the courtesy of a

fair examination in comparison with their favorite books; when I learn that their report on this subject, made under these circumstances, was accepted and adopted by the Board *without discussion;* when it is evident, as has been shown, that the so-called "best books" were adopted *in violation* of the prescribed rules of the Board, which require that all books presented or *proposed* for adoption, shall be *thoroughly examined* by the Text-Book Committee, and that each member of the Board shall be supplied with a copy, previous to final adoption; when I consider that it was absolutely impossible for the Text-Book Committee to comply with the rules of the Board, in these particulars, for the very good reason that they themselves had not seen the books, and consequently could not require books *not yet in existence* to be distributed among the members; when it is known that the Board on their first vote very consistently refused to adopt Hillard's unpublished series, and would not do so until they were deceived by the absurd statement that the schools would soon be without reading-books unless they did so, as the old books are now out of print, from the fact that many of the old plates had been used in printing the new series; and when there is reason to believe that Town & Holbrook's Progressive Series received little or no examination on the part of the Text-Book Committee, that they were doomed from the commencement, that the "go-by" had been given them because the so-called "best books," with all their blunders, were the "*beau ideal*" of the chairman's conception of perfec-

tion, — involuntarily, the exclamation of an old writer, when mourning over the corruption of his day, comes to my lips, "*O tempora! O mores!*"

The present Text-Book Committee, if I mistake not, is composed largely of gentlemen who had the honor of authorizing the use of Hillard's original series. The chairman, however, was then a member only of the general Board, but an earnest advocate of their choice. We do not know how all the members of the Text-Book Committee stood, with reference to the present choice; but we do know that there are gentlemen connected with that Committee, who are too intelligent, and too free from local prejudices or other extraneous influences, longer to sit still and see the best interests of our schools thus trifled with.

What care parents whether their children follow Worcester's or Webster's orthography? The plea was made throughout the city by the agent of Hillard's Readers, that the Progressive Readers were Websterian. Most certainly they are; and so are all others published in this country, with the single exception of Hillard's Series, now very little in use. If the schools of Boston are to be *forced* to adopt Worcester's orthography, and *at any cost*, when another and *better* series could be obtained *at a much less expense*, the voters of this city will be glad to know the fact, and to discuss this question where rights can be reached, and wrongs redressed.

As a fitting close to the Report of the chairman of the Text-Book Committee, I would suggest the following text: "Brethren, I count not myself to have

apprehended; but this one thing I *do* know, forgetting those things which are behind, and reaching forth unto those things which are before" (things that do not exist), "I press toward the mark for the *prize*."

But, before this subject is finally dismissed by the Board, we would respectfully ask them to reconsider their vote adopting Hillard's *unpublished* readers, and to carefully examine the Progressive books by Town & Holbrook, in comparison with both the *published* and the *unpublished* series by Hillard, believing that *five thousand* cities and towns could not, within the last five years, adopt them in preference to any others before the public, unless they possessed *superior* merit; much less would the books now hold their position, and still be growing in the estimation of all who use them.

In conclusion, as evidence of my confidence in the Progressive Series, and of its superiority over Hillard's, present and prospective, I would call upon the chairman of the Text-Book Committee to point out in any book of it, a single grammatical error, a single poorly constructed sentence, a single line not breathing purity of thought, or an elocutionary rule or exercise not necessary to make intelligent, practical, and accomplished readers.

A Patron of the Boston Schools.

Boston, July 5, 1863.

ECHOES FROM THE SCHOOL-ROOM;

OR,

TWO LETTERS FROM A DISMISSED USHER:

ONE TO THE SUB-COMMITTEE, AND ONE TO THE MASTER OF THE BRIMMER SCHOOL, BOSTON, MASS.

GENTLEMEN OF SUB-COMMITTEE
OF BRIMMER SCHOOL, BOSTON: —

On June 2, 1864, while quietly and faithfully performing my duties as Usher in the Brimmer School, I received the following very interesting and explicit epistle: —

"BOSTON, June 1, 1864.

"MY DEAR SIR: — At a meeting of the Brimmer School District Committee, on Monday evening last, for the purpose of canvassing the merits of the several teachers for re-election, (every member being present but one,) it was, after a full and free interchange of opinion, thought that the best interest of the school would be advanced by a change of teacher for your department, and it was therefore voted, *unanimously*, not to nominate you for re-election, but if it should be more pleasant to your feelings, your resignation would be accepted.

"As Chairman of said Committee I was instructed to communicate their action to you.

"Yours, respectfully,

"CHARLES EDW'D COOKE.

"To Mr. WILLIAM REED, Usher in Brimmer School."

This note is decidedly cool and to the point, but it does not frighten me; nor can I say that it is wholly unexpected, for certain circumstances have indicated the tendency of your feelings towards me. Yet I committed the error of supposing that before such a blow would come, I should be treated with the courtesy allowed to a common criminal, and be called before your "honorable" body to listen to and

defend myself against certain charges. But it seems that you considered me too insignificant an individual to be treated with so much consideration; and I doubt not you thought, too, that, like other sufferers under the arbitrary power lodged in school committees, I should succumb in silence. Gentlemen, you made a slight mistake. You struck the right man; for you hit one that has no fear of a school committee or any other man; and one that will not suffer your infamous conduct towards himself to become a precedent for similar outrages towards other and worthy teachers, without remonstrance. And if your object really was to injure me, permit me to say that the result is a fine illustration of one's "being kicked to death by grasshoppers."

You speak of the unanimity of your action. I doubt it not. I have heard of harmony among thieves; and I read of a very ancient meeting, probably of your predecessors, evidently of some committee, where

"Devil with devil damned
Firm concord held,"

and I think the result of their "unanimous" action was just about as valuable to the world as yours. Whether you obtain similar fame depends upon printer's ink. You shall have my good will towards immortality.

Your note makes no charges, and gives no reasons for your act, except the flourish about advancing the interests of the school. But no one can fail to see that these things are implied in your action: —

First, that I am not fit to hold the office; or else, —

Secondly, that I have done something deserving of expulsion; and in either case, —

Thirdly, that I have imposed upon the district, by staying in so honorable a place when unworthy of it.

In reply to the first and second implications, I will say, that, on asking your Chairman the following four questions, which cover the whole ground: —

1. Have the Committee ever heard anything against my character?
2. Do they doubt my ability to instruct and discipline?
3. Do they know of my having injured any boy by my words or manners?
4. Has any parent ever complained that I was injuring his child?

— he had the honesty to answer No to all of them. The only charge he said they brought against me was "coarseness of manners." I will reply to that in due season.

But in regard to the third implication, allow me to say that I shall not suffer such an insult to go unnoticed; for I have some regard for the good opinion of the parents, and I don't feel under obligations to be very choice of words or argument in dealing with men base enough to make such assertions even by innuendo. And after I have shown your contemptible bearing towards me, I will leave it to the district, to the parents, to decide between us. I will not scruple to tell the truth on my side; and I fear no truth *you* can tell on yours.

Now you by your action declare my unfitness for the place, and that

I am imposing upon the parents by staying in it. Allow me to ask, why, then, you did not expel me at once? By what right did you detain me a day or an hour in the place, after said discovery? And yet you allowed me to stay one whole term after you sent me this note — as you imply — injuring and corrupting the pupils. Really, Gent.'s, you ought to get cut for the simples, if such is your idea of public duty. How does such conduct accord with what is expected from consistent watchmen over the greatest of our public interests? No committee has any moral or legal right to retain for a single hour a teacher whom they know or can prove to be unfit for his position. Such conduct is insulting to the parents of the children confided to your care, and positively injurious to the pupils. Moreover, the laws, or customs at least, of the State, make it obligatory upon you to discard all such persons at once, if in office, and not to employ them; and any school committee that violates the expressed law of the State by employing such persons, or abuses the trust committed to their care by catering to any individual's private interest in so grave a matter, deserves speedy and universal condemnation. The wrath of an incensed and insulted community ought to fall upon them as a withering curse. The pupils in the public schools, left by them under corrupt influence, ought to unite in their evening prayers a supplication for punishment on such venal recusants. There is no reptile so mean, in my opinion, as a man who will accept a public trust, and then shirk its duties and responsibilities; but the meanest of these is the man or body of men who, under the pretence of performing high and solemn duties, endeavor to do a positive injury to one against whom they or their friends have a personal spite. Whether you are guilty of this last crime I leave the community to judge, after they have heard both sides of the story.

Again, granting the implication of my unfitness to be true, what business had you to propose or even allow me a chance to resign? If I were imposing upon the public in any way or manner, punishment was justly due me. No mercy should be shown to a teacher guilty of injuring the tender minds or forming morals of the children in our schools. Expulsion and a brand of public indignation is his birthright. The certainty of such expulsion ought to hang over him like the blade of Damocles. It should be the flaming sword guarding the gateways of our children's Eden. Now you so far forget your duty, and your most emphatic debt to the district, as to offer to receive my resignation. How much does this lack of compounding a felony? You find a man in public service corrupting the minds and manners of the children; or, in the language of your chairman, "whose example and influence would not tend to make them grow up gentlemen;" and yet, after solemnly declaring such to be the case, you offer, out of regard to his feelings, to accept his resignation, so that the outside world might not know of how great a villain you had relieved the school; and the villain could go among strangers and impose on them in a similar manner. Is it possible that such stupid behavior will find credit among sensible men? How dare you show your faces to the children or their parents, after such dereliction of duty?

Again, suppose I had followed your suggestion and resigned, what would have been inferred? Evidently, that I resigned of my own accord. But that would not have been true, for I did not wish to resign for some years to come. Does it not follow that you were *willing*, at least, that I should by lying escape the disgrace of being dropped? How does that look in the characters of such wise men as yourselves? You decide me unfit to teach, resolve on dropping me in any case, but open the door to my escape from my just deserts by falsehood! Gentlemen, you were very polite, sure; but I do not thank you for the compliment of supposing me to be mean enough to elude my just deserts by lying. I regret that you forgot for the moment that lying is a vulgar vice, fit only for school committee men; and it comes with an ill-grace from you to suppose, that a man who has taught morals for twenty-five years, and tried in his poor way to live up to his own teachings, could stoop so low to save his reputation from any stain your action might bring upon it. Your good or ill will are both alike to me; for after having spent five years in the Brimmer School, and been witness to the fraud, hypocrisy, deceit, fussiness, silliness, roughness, and coarseness inseparable from a school managed by such incompetent men as you and your predecessors and a master after your own heart, do you suppose I care much for your dirty deeds or your good or ill will? As the Lord liveth, I would not turn my hand over to gain the one or avoid the other; and witness in this connection — both you and your predecessors — that I never asked a vote of one of you for the place, nor for a hearing when you took your final action, as evidence how little or much I care for your opinions or influence. And if my writing this seems to dispute this assertion, be pleased to notice that I do it to set myself right with the parents, and to show them how you have insulted me or them; not to show any regard for you. Let this suffice on this point.

I wish now to show the district how well *you* are qualified to judge my case, for on that depends mainly the value of your action.

Your Committee consists of eight members, seven of whom voted to drop me, you say, one being absent.

Your Chairman has been a member of the Committee since April, 1863; has been Chairman of the Brimmer Sub-Committee since Jan. 1, 1864; has spent twenty minutes in my room, fifteen of which was at recess, settling the only difficulty I have had with a parent, which he decided in my favor. So five minutes I place to his credit, as visiting the class. This man's chief qualification for his office lies in the fact, that he wouldn't trust his own darling boy in the public schools, on account of their severity. He opposes whipping, but requires ORDER, that whipping only will obtain, as his management of a young class this year testifies. He is well qualified, you see, to vote me out of school.

Your Mr. Stevenson I do not know by sight, yet I presume he can vote against me with clear vision of duty.

Your Mr. H. has spent five minutes in my room, and honored us by squirting tobacco-juice on the platform and floor; which was very

gracious of him, seeing Mr. Bates had expelled a poor German cripple from my class a few days previous, for doing the same thing. I think he is well qualified to vote me out for "coarseness." I am obliged to him.

Your Mr. R. has been on the Committee at least five years; has been in my room, I think, about an hour during that time. Since Jan. 1, he has not entered it. He is eminently qualified, no doubt, to give an opinion "as is an opinion."

Your Mr. T. has been on the board two years, and on my special committee since Jan. 1; has been in my room ten minutes, and honored me and the class by making a Torrey-cellian vacuum in his throat, and throwing the solid contents upon the platform in the presence of the boys; if you doubt it, ask them. I considered such conduct filthy; and yet the dirty fellow votes me out of my class for "coarseness."

The lamb-like gentleman on your board has been a member for two or more years, and has never condescended to converse with me one minute, and never to my knowledge was in my room. Yet no doubt he is very competent to vote me out of my place. Verily, eight heads are better than seven, if one is a Lamb's.

This amiable gentleman was chairman of my special committee the last month, yet he never showed his face in my room. When I wrote him to call and decide about diplomas, he sent his lieutenant. I don't blame the fine fellow for not wishing to meet me after his vote, as it was carrying out his sheepishness finely.

The very gentlemanly Mr. B. has been a member of the board once before within five years, and voluntarily kept his son in my class a whole year, rather than put him in the Latin School; was on my special committee most of the time, and never opened his head to me otherwise than in friendship. Now he is reported to have used this language: "You need not hesitate to turn Reed out as to his family; he is smart and can get a living; but the school-room is no place for him." Mr. B., this language sounds too much like that of a cold-blooded blackguard to be true. I can't believe you ever said it. If you were mean enough to say it, I certainly can forgive you, for you need charity. My worst wish for you is that you never may meet an enemy mean enough to speak in such language of you, when he has power to vote your means of living away from you and your children.

But let me ask how you came to know so much better about my ability to teach than scores of other men better than yourself, who have known me twenty years or more. You certainly arrogate to yourself very high powers, and don't seem to be troubled with modesty.

Mr. B. has not spent five minutes in my room the last year.

Last, but not least, comes a man that I take off my hat to. He knows all that's worth knowing, and appears to own all the Boston schools, and appoint all the teachers. He is a great man. His claims to greatness rest upon his prodigious learning. No grammar can stand before him. The dictionary blushes when he comes into the school-room. His grammatical exploits are too rich to be inventoried.

His lexicographical corrections would fill a volume. But he shines with peculiar lustre in telling a story. "It was *me what done it*, father," is the emendation he makes on the little George W. story. But his greatest feats are before the classes just from the primary school, when he undertakes to elucidate high grammar. "*Substitute a synonym for that word, and preserve the syntax and euphony*," says my learned friend to a class of primary boys the other day; and I guess they did it. It is related that Satan DREW away a third of the stars from heaven. Doubtless this great man may show his diabolic energy in driving away a third part of the teachers of the schools, to which his presence is a nuisance, if he keeps on. I thank him for showing his real spirit to me early. As a reward of merit for the favor received, I recommend this gifted genius to the publishers of Worcester's Dictionaries, as just the man to revise and bring them up to the Brimmer-School Committee standard; and any grammar needing revising will find him equally useful. Pay him well, for he is a worker, and I wish him rewarded for the favor he has done me.

I should like to ask the parents if they can't find a man of common sense in their ward; or do they prefer that their children shall be taught on the plan of illustrating ignorance by the school committee. If the last is the idea, they can't do better than re-elect this specimen.

From these data the district can decide your fitness to vote me out of the place. All the time the whole of you put together have spent in my class for the year wont amount to a half-hour, aside from the quarterly examination by Mr. Drew; and the only way you could possibly have obtained knowledge of my coarseness of manners or words must have been by taking reports of others, or listening in the entry as you were passing to other rooms. If the former, it shows your good sense. If the latter course has been pursued, I submit to the people how much manliness there was in it. I think you are guilty of it; for Mr. Bates tells me that one of you came tattling to him, that you had seen me strike a boy in my room. And other instances of your gossiping to him about my sayings and doings have come to me. And let me tell you, it not only marks the smallness of your minds, but your contemptible cowardice and disposition to shirk duty. For if you knew by sneaking about that I was saying or doing things improper for boys to hear and see, your duty to stop it or expel me was imperative, which duty you did not perform. I do not stop here to defend every word or act of mine for the last five years, for I never claimed to be more than a man, like the rest of my fellows, and only ask fair treatment. This much I will say, that I never uttered a word, or told a story, or did a deed, even under the greatest excitement, but that had you all been present, with a full understanding of the reasons therefor, you would have pronounced it right or excusable under the circumstances. And I know that this point can be substantiated by reference to every act or word, and its reasons and object. And all your pettifogging about what might be, or how you think things ought to be, wont amount to much by the side of the facts.

I will now give a short history of my connection with the Brimmer School, and show how this iniquitous persecution commenced.

I came here in 1859, at the request of the Committee, who wrote me that I was unanimously elected; but Mr. Bates now tells me that it was not so; I care not. Two months after I came, the Committee voluntarily complimented me by voting me the full salary, a thing they had never done except by previous contract. For nearly a year I was as popular as a man could ask to be, receiving many expressions of approbation from members of the board, particularly in the following autumn, when I wanted to be promoted to another school; but it was opposed by members of my Committee, on account of my faithful services in the Brimmer School, by which I lost $2000. But in the following spring I happened to have a little discussion with the leading member, who had up to that time appeared to be my firm friend, in which we differed as to duties that grew out of chap. viii., sec. 6, of the Rules, based upon Revised Statutes, chap. iii., sec. 7. which rule and statute he pronounced *fudge;* and soon after, the man went into the board and moved my dismissal, on the ground of coarseness of manners. I suppose the gentleman, who was quite fond of whiskey at that time, either felt highly indignant that I should contend with him in argument, or else had a much keener insight into the dangers awaiting the morals of the pupils. I have always had the enmity of drunkards on all committees, and always on the plea of a want of good manners. It is amusing to see how the inordinate use of rum or whiskey will quicken the sense of watchfulness over the morals of children! I could not learn that anybody else had discovered it; but this man — whose presence in the school, and he was often there, and appeared to be Mr. Bates's right-hand man, was a burning disgrace to the teachers and pupils; whose liquor-burnt countenance was sickening to look at, — couldn't rest till he had done his best to drive me from the school. He did not succeed; but he left the persecution as a legacy to his successors, and the ball thus set in motion has never rested till now. I am happy to state, since we must give each one his due, that this unfortunate man had the good sense to quit drinking, after his election in 1861, and has become a respectable looking man. I congratulate him on this evidence of manhood. But soon after he reformed, he resigned his place on the Committee. Query: did he find himself disqualified to act the part of committee man?

I trust there will be great peace in the Brimmer School. Every new committee man's first lesson has been to get set right as regarded the usher in the school; and of course it don't take long to engineer a man out when his doom is a foregone conclusion. I will not forget to state, however, that notwithstanding the flurry with my drunken friend soon seemed to blow over, a new genius soon made his appearance on the board, fully his equal in all the essential elements that go to make up a very nice man and fool united. This elegant gentleman was a Divine, redolent of wisdom, learning, &c., &c., and had moved so many years among fine old ladies, that he had become one himself.

The public thought he would do on the Committee, and he did.

This great divine had tried to teach school when young, they say; and having a pupil in the alphabet, he pointed to the first dozen letters, and told him he might learn them for his first lesson. Such genius in teaching, when young, naturally ripened into the wisdom necessary for a school-committee man, and right deftly did he bear himself. He became the watchful custodian to report to Mr. Bates any delinquencies in the ladies' toilets; and I suppose, having received his cue from the engineers on the Committee, very soon turned his attention to me. He asserted that I did not speak quite pleasantly enough to the boys. On my asking if the boys or parents complained — none, said he. Do you know of my injuring any by my words or manners? None. Now this fine old gentleman could not give it up but that I must do wrong, and kept thorning me about it, till I finally resented it as an insult. That was what he wanted, probably, for the next thing was a report to the Committee that I had insulted *him;* and for that report mainly, I doubt not, I am dropped. I believe nearly all the Sub-Committee are personal friends of this delicate dilettante; and as they generally agree with him in religious views, I saw, as a matter of course, I must go out as soon as this Reverend said the word. I regret that modesty forbids my telling the whole truth about this model of refinement; enough to say, that when a man talks to me about manners, I want him to omit vulgar and immodest noises, or else I shall not consider his advice of much account, and I can tell of two such breaches of decorum by one man, who undertook to point out my unfitness as a teacher.

I reverence wisdom and piety, sympathize with a cripple, and pity nervous imbecility; but when I see them united in a school-committee man, I think he is out of place. So did the ward, and left him off last autumn, which he felt sorely. But I can assure the dear old lady, that all the teachers rejoiced, even those he had praised the most; and my advice to him is to keep to his theology, and die as he has lived, an elegant cipher. If he has time, let him read and ponder this text: —

"The fool (if on the Committee) is wiser in his own conceit than seven men (teachers) who can give a reason."

As I have briefly noted the leading active enemies I have had on the Committee, to my knowledge, I will now proceed to discuss the charge of coarseness brought against me.

This charge refers either to words used, or to the spirit which the teacher displays, or both. Well, I do not claim to be perfect as to manner of speech or spirit. The peculiar elements of my class, mixed like a district school in the country; having boys belonging to the first class, nearly grown up young men, and boys who belonged in the lower classes, but put into my room to gratify the freaks of the great master, or, as I think, in order to ruin me, by making the contrast with other classes, in discipline and development, go against me, required as many various modes of teaching and discipline as there were different elements. All the advantage of grading was given up, for the chief

object was to ruin me. My position then appealed for charity for errors I might commit, and it will be granted to my successor, if Mr. Bates chooses him, and he goes in for the right text-books.

Soon after I came into the school, I was astonished at the outrageous insults heaped upon the boys by the male teachers, and wondered that it should be borne. To hear boys called fools, nuisances, calves, greenies, and a multitude of nick-names, actually surprised me. The vulgarity and indecency of the thing seemed so glaring, and so at variance with good-breeding, that I could not believe my ears for a long time; and the loud, boisterous tones used by the master and sub-master, the bawling in the entries, and the scoldings administered to certain boys for slight faults, were a wonder to me for their frequency and repetition. Gradually I became accustomed to it, and I doubt not fell insensibly into a similar habit. Perhaps, being an apt scholar and good imitator, I have excelled my superiors in it. If so, why was I not rewarded as they have been, by permanent employment and increase of pay? Has it come to this, that coarseness cannot be tolerated in Boston unless it gets $1,800 or $2,200 per annum? The people would like to know how it is that an usher is dismissed for faults prominent in master and sub-master, while they are retained at increased pay. They cannot see the beauty of it; perhaps you can explain it. If my statements are doubted, just inquire of any young men who have graduated, having gone through my class. When I told two young men who graduated two years since, why I was dismissed, they expressed their surprise that the others were kept. Said they, "Just go up to Bates's room, if you want to hear names called, and hear jawing." And such will be found to be the evidence generally, or I am mistaken.

Now, fair play is a jewel. You are not going to make people believe you dismissed me for coarseness under the circumstances. If you do not know that all you charge me with is common with Mr. Bates and the sub-master, it shows that you don't canvass very closely. But how can you canvass closely, when you put all the power in the hands of a master, in fact make him the school, and give him power to padlock every teacher's lips under him; and if you never ask any questions of subordinates, how are you ever to know how the internal management of a school goes on? Do you suppose you know what goes on in the Brimmer School?

Did you know that Bates drove off the German cripple for spitting tobacco-juice on the floor? Do you know that it is hard work to get a boy into the first class, if he is over fourteen years old? Did you suppose a boy ever was degraded from the first class, because he went to church on a religious holiday, and left school rather than submit to the degradation? Did you know it to be customary for boys to be degraded from the first class to mine, if they whispered or failed in their lessons, or if they got unpopular with "her ladyship," the head assistant, and that I was required to discipline them, to save his Laziness the labor?

Did you know that boys of good ability had been put down from the

first class, and never promoted again, but kept in my class till I could "work 'em" out of school? Did you know that I had worked quite a number out of school to favor his Laziness?

Did you know that one boy was degraded the last week but one of this last term, and was flogged after school hours, because he went home when sent down to my room, and that he left school in consequence, thereby losing a year's schooling? And did you know that another boy was driven away at the same time, the difficulty being that they failed in their lessons.

Do you know that little boys of the lower classes are often cuffed and pinched severely in the lower entry?

Do you know how many of those little boys have been whipped with the rattan, for being reported by Bates's darling monitors?

Do you know that boys have been cuffed and kicked in the yard? Suppose I show you one who was cuffed so hard he had a pain in his head for a fortnight? Of course you will not believe any of these statements, for you pay a good round sum to the men who do it, and shut everybody's lips.

I do not expect to convince such arrogant men as yourselves, but perhaps the parents may find out some way to redress their grievances. If they choose to suffer the abuses of the Brimmer School, and your tyranny, I am content.

I wish it to be understood that these outrages have generally been inflicted upon boys in common life, not where there is money in the family. School-committees' sons particularly are borne with, no matter how troublesome; and where great friendship comes in, a boy can stay three years in the first class, to make sure of a medal. Of course you know it all, so I need not say more.

To sum up the whole matter, I have established the following points: —

First. That you were either dishonest in your pretence for dismissing me, or dishonest to the people whom you serve.

Second. That you could not be honest towards me, if knowing anything about the manner of the school.

Third. That you are too ignorant of the common, every-day life of the school to form a just opinion of anything connected with it; or else you are disposed to cover up abuses from partiality to the master.

Fourth. That your general ignorance in matters of books, your filthy habits of conduct in the school-room, and your general neglect to inform yourselves of me, by acquaintance, and of the condition of my class by inquiry and visiting, show that you are personally and as a body incompetent to decide the question of my merits or demerits.

Fifth. That your course of conduct towards me has been unjust, tyrannical, and displays a willingness to injure my reputation, and ruin me as a teacher.

Sixth. That for the course you have pursued you deserve the contempt of the people, either for pretending that I was guilty of conduct deserving dismissal, when the charge was false, or for not dismissing me if I was guilty.

And to close my story, I will add, that I believe I have the honor to be the only person that has ever been treated in this contemptible manner by a committee in Boston. Men have been kept in office for years, that were known to be incompetent in health and unfit in habits; and the Committee turned and twisted every way to retain their services; and I do not doubt, but that had I dressed like a fop, and owed for the garments, swaggered round cigar and beer shops, and smoked and drank with the low fellows on the Committee, and been known as a gentlemanly conservative in religion, morals, and politics, I would have had your regard, could have been promoted in due season, and would have been considered a wonderfully nice teacher, particularly if I had been an advocate for Worcester's Dictionary, and the publications of Brewer & Tileston, who have only seventeen books in our public schools. But I didn't have these amiable qualifications, nor did I get on my marrow-bones and beg for your tolerance, when dismissed. No, you took your own course to kill off a man who had honestly labored, with health and vigor, for the welfare of the school, on the most frivolous of excuses. You are welcome to the fame you acquire by it; and since you have written yourselves down my enemies,

I am yours,

WILLIAM REED,

Cambridgeport, Mass.

To Messrs. Ch. Edw. Cooke, S. T. Lamb, E. C. Rolfe, E. Bassett, C. Torrey, Jos. Drew, H. W. Harrington, and ——— Stephenson, Sub-Committee of Brimmer School.

JOSHUA BATES, ESQ. : —

Dear Sir : — You recollect that, a few days after your friends, the Sub-Committee, did their dirty work on me, you sent for me to your ante-room, and undertook to explain the why and wherefore of their action. You remember, too, that I listened to all you had to say in silence and profound deference, as was befitting a poor usher in the presence of a master. You remember that you went over the everlasting points, beginning with my fraudulent election, down to Miss Crinoline's criticism.

You remember, probably, too, that I replied, that as soon as I had completed the term of service with you, and we should have no mutual claims on each other, that I would go over the whole ground, and show you wherein I felt that you had not always treated me well.

On this we parted at that time, and when the last day arrived, I expected that you were ready to finish the conversation, but your dignity did not unbend, and I quietly concluded to let the thing slide into print, hoping that your *duties* so *arduous* and *onerous*, your labors so *Herculean*, may during the next fifty years permit you to read this document. This will explain to you why I *print* this letter. But the true reason why I *write* it is, that having for five years been an observer of your management of the school, and from my position forbidden to criticise it, I will now make amends for my silence by telling you wherein you have treated me ungentlemanly, and the community what I know about the working of your school. You have not hesitated to give your opinion plainly and pointedly against me, both to my friends and enemies ; and you even had the impudence to tell me that you told the Committee that "*Reed is a clever fellow*," for which dishwater remark he does not thank you ; and I am convinced, however much you may deny it, that you have planned to get me into disgrace with the Committee, and dismissed from school. As a matter of course, I am under no obligation to keep from my friends in the district anything I know about you in connection with the school ; for I don't feel very well pleased at the idea, thrown out by you and the Sub-Committee, that I have been imposing upon the people of Boston for five years ; and if it is not so, I have a right to show it : and to be driven from the school by your underhanded manœuvres, and for faults that flourish in your management, is not particularly edifying. You have said I "was not fit for the place." This remark, taken with reference to the dirty work required by you, might be true ; but giving you credit for the full drift of the words, I will endeavor to tell my plain story, so that the people of the district may decide intelligently whether you are fit for yours.

The first words I ever exchanged with you about coming to the Brimmer School were at the U. S. Hotel, while you sat upon one of the lounges in the sitting room, and making a capacious spittoon of a large rug that lay upon the floor, pretty fully saturated it with saliva. After witnessing your efforts at spitting, mark my surprise, when I found that in the school, you were ready to annihilate any boy that spat upon the floor; and when, this last spring, *you drove that poor German cripple from my class*, for spitting tobacco-juice upon the floor, I couldn't help remembering that filthy looking rug at the hotel.

The second interview we had was on Boston Common, April 21, 1859, in which you told me you hoped I would be careful to say nothing that would compromise you with the School Committee. You had no anxiety but I should teach well enough, but your own standing with the board seemed the dearest point. Well, I've never dropped a word to the board, nor they to me; so I've kept my word given to you that morning; whether you have been equally honorable to me I doubt. And I'll tell you here one convincing reason to my mind, that shows me that you have not been true to me: every member of the board known to me as your particular friend, has been an active, open enemy to me. Now, either you had no influence over your friends, or else you took sides with them. I've no doubt you said some things in my favor; it would have marked a depth of total depravity that would shame Satan himself if you had not; for you will not deny that I have been a hard-working and ready subordinate. But you always have acted the coward with the Committee, and for the sake of keeping their favor would bark just as they directed. And the fact that the burden of your talk has always been to justify and excuse their conduct towards me; without one word of sympathy for my misfortune; without one proposition for any action on your part and mine to arrest the tendency of their meanness, tell the same story. On the other hand, you carefully concealed from me the fact that in 1862 and 1863, I was just barely elected, and then only because you fought so hard for me! [Joshua, I was not surprised that you looked out of the window when you said this; even your brassy eye didn't want to meet mine at that instant, and it is a compliment to your virtue.]

Well, I began in your school without instructions from you at starting, and had to get the requisite knowledge of your management by observation. I remember with what astonishment I listened to the noise in the hall on the morning and noon entrance of the pupils. Eight monitors thronged the door, hall, and stairway then, (but some were removed two years ago;) and the continual bawling, "file up faster," "stop fooling on the stairs," "hands off the rail," "wipe your feet," repeated by several monitors for twenty or thirty times each, and your sweet tones intermingled, loud enough to wake the newly dead,

"Wipe your feet, boys! you bring in a great deal of mud this morning;" "monitor at the door, see that each boy scrapes;" and your ponderous form swaggering through the crowd, with orders about the yard, or to send down some boy from the hall, or to call some boy for discipline, because a monitor reported him — altogether made up a miniature Pandemonium, that I enjoyed as well as a burlesque at a theatre. Could Dickens have stood some morning in those days, and quietly witnessed the last quarter before nine, it would have ruined old Squeers, but it would have immortalized you. But I got used to the thing; and after I found that the chief end of an usher was to see that the entry was swept every morning by one or two boys, and do the little, continual, dirty chores your majesty could invent, I found the key to my true position.

Well, I plodded on, and tried to teach the boys something from their books; and I noticed the surprise with which they received the idea that they could know anything. But I wasn't allowed to go on in my way; for as soon as you found me teaching them to memorize the names of rivers by repeating them in concert, you came into the room, and with the air of offended majesty, yelled out to the boys, "*Stop that instantly!*" without noticing me at all. Joshua, that was the finest exhibition of *your nobility of soul* that you could have given me. I learned at once just what sort of a fellow I had to deal with; and while I felt contempt for you, I could not help but pity those who were in your power.

And this was only one of many instances of your impudent interference between me and the pupils. Your whole manner seemed to me to be designed to disgust me with the place, and drive me away. But you didn't do it. There was too much fun in seeing you make an ass of yourself, to leave; it was as good as a daily circus.

And when I was charged with lowness of manners, I looked to my superiors for examples of true refinement. Well, on your frequent visits to my room, I noticed what that was, particularly if a pupil was to be disciplined. The first salute would be, "You are a nuisance, an intolerable nuisance;" "nasty, mean acting fellow;" "can't think why a boy can't be a gentleman, as well as a nuisance." "Mr. Reed, you had better whip that boy, for I'm tired of having such a nuisance round here, and then if he don't reform, I'll flog him;" and so on ad libitum. of course, I flogged in every case for a while; till at last you informed me that the Committee complained of the number of my list, and you thought I had better take measures to have it smaller. There was but one way to make it smaller under your regime, — for I could not stop whipping, and obtain the order required by the Committee and yourself, — and that was to stop reporting all the whippings. Well of course I decided that you must mean that; so I followed the suggestion, and I never

heard any complaint about my number of whippings afterwards. And I must add here, that at your last monthly meeting I enjoyed your crocodile tears over the fact that *somebody* had not reported all the whippings; and *you* had to confess that there had been some laxity in reporting punishments done by you in the various rooms. Yes, thought I, for five years I've seen flogging, cuffing, and pinching going on in the lower hall, enough to fill a volume, and how much of it do your saints on the Committee know about. And of course *you* are so honest to report perhaps two boys whipped in the first class, when I had seen you whip from four to ten times that number myself in other classes; and how many of them were ever reported? My lord the Chairman is now after the teachers, and probably he will find out all about it; he knows a thing or two, and what he don't know his friend the grammarian can tell him. So I guess you'll be very honest in future, and all the floggings will be reported.

Well, as time passed on, I got used to your nonsense, such as calling boys great names, as "Cæsar," &c, and to your eloquent descriptions of "oil of rattan," and "birch squintum," as good medicines for boys. I got interested in your ways of teaching. You know you used to come occasionally into my room to show me how to teach. As I had only twenty-one years' experience, it was evident I needed instruction. I wish I could report to the life one of your lectures to my class; but I must forego the pleasure, and simply write "bosh," for that expresses the idea exactly. I can only say that I never knew you to convey a single idea that a boy could use, save a story about a boy's getting a nice place from having his shoes nicely blacked. I give you credit that I never heard you appeal to a higher motive than to get a good place, in all the lecturing you ever gave my class: not a reference to their immortal nature; to their Creator, and their duties to him; not a word about patriotism, and duties to their country, did I ever know to come from your lips. So far as my observation goes, boys might come into the Brimmer School, stay there years, and go away, without knowing from your lips that there is a God. I am glad all the assistants are not so forgetful or negligent of their duties. Still, when I heard you forbid the singing of Sabbath-school songs in the lower classes, it showed me just about how much you cared for the moral instruction of the pupils; and, by the way, how much singing is there in the Brimmer School *now*, out of the upper class? and why so little? Do the parents or the saints on the Committee know that you virtually killed it out by your order on the subject?

Well, at last, the highly refined whiskey-drinker on the Committee and I had a discussion in your presence on morals and politics. You listened and said nothing. When, soon after, his diabolic energy was mustered to get me turned out, and I

asked you about it, what word did you utter showing friendship for me? All I ever heard was in justification of his action; You even instructed me not to warn the boys against liquor shops, or to speak against liquor selling, one of the very things he had objected to; for, said you, "some of the boys' fathers live by selling liquor, and it might give offence." I replied, "The other day I heard you lecture the class very pointedly against using tobacco; now ten sell tobacco where one sells rum; how dare you do it?" Your capacious mind could see a difference, but mine could not. When, however, the following winter, some of your first class were found by you frequenting a grog-shop, even at recess, you discovered the beauty of your theoretic nonsense of not speaking against such places. *I* saw in it the direct results of your ignoring your duty for fear of offending your friend in my discussion with him.

Do you remember your virtually driving that fine Irish boy, C——, from the school, because he absented himself, like a good Catholic, to attend church one or two days, as he had a right to do? and you had no right to forbid him, and which privilege you always granted the Jews. C—— asked leave of absence on pledge that he would make up his lessons. You refused, and threatened to degrade him again to my class. Of course he staid away, and on his return you condemned him to my class. He chose to leave, and you discharged him, I filling out the blank at your request. I always considered that you abused that boy; I think so still; and I am glad that circumstances allow me to tell you that such impositions upon poor boys are no mark of high wisdom in you. Your conduct drove that boy to the Catholic school. But when the glorious 9th regiment was mustered on the common, you allowed nearly a dozen Irish boys to be absent half a day; but as they were going where rum was plenty, and not to church, it was all right I suppose.

Then why were J. M—— and C. H——, boys of good ability, condemned to my class, and kept there till they finally left school? Because they whispered in your class. And last of all, I mark your treatment of J. R——, whom you took from me last September, and just before examination in July you degraded him for idleness, thus acknowledging your incompetency or unwillingness to discipline him; and because he went home instead of reporting to me, you sent for him after school and flogged him severely. You had no more right to whip him than me, and you know it. It was simply an outrage, or abuse of the power in your hands, and shows how reckless you are of the feelings and rights of boys. The boy left, and some days after you came to me congratulating yourself that he and another boy that troubled you had both left, and it was a great relief to you. But your whiskey friend's son could stay in your class three years, whether regular in attendance or not, and take a medal too. You wished mightily to get rid of R. R——,

but did not dare to drive him away, as his father had been on the Committee. I enjoyed seeing your game blocked in his case. You never dared to try it on a school-committee's son. But why should I go on multiplying cases like this. I could fill a small volume with like outrages. How often have you refused to promote boys who had reached fourteen years, because they wouldn't stay two years in the first class, and you thought it the best policy to "work them out of school from the second class," as you would say to me, regardless of the question whether it was best for the boy or not.

You have had a pretty good swing for twenty years, and perhaps the people of the district think you are a great man, and will submit to your impositions for twenty years more.

Your meetings each month have always entertained me hugely, and I regret that want of space forbids my writing out a report of one from my notes. I used to be "*pootty particular*" to record your wise sayings, your lectures on clean shoes, positions, even to the Lord's Prayer. All the silly minutiæ of every silly thing that crossed your silly brain each month, was poured out in these silly lectures, which, if you had had the sense of a man, you would have omitted. Can't you get through your cranium the idea that other teachers know something as well as yourself? Do you suppose all wisdom will die with you? I used to listen to your eloquent harangues, and your "pootty particulars," till I felt like the rustics in Goldsmith, —

> "And still they gazed, and still the wonder grew,
> That one small head could carry all he knew,"

or rather it used to puzzle me to determine whether you really were soft enough to think that the teachers were so ignorant as not to see through your shallowness, or whether you really were jocose enough to make believe all this stuff, just to laugh in your sleeve after it was over. If the latter, you certainly deserve great credit for perseverance in the fun. But for mercy's sake do try to remember that what is fun for you is death to your hearers, particularly when you talk about "slouchy" manners, and the "tail-end" of a class. And I would like to ask you if you don't know how to pronounce the word trough? You have come into my room a dozen times, and talked about the *troth*, till I have blushed for you, and I here assert that it has cost me much labor to correct your bad pronunciation before my class; and I have felt vexed to have boys come from you with messages, and using your disgraceful pronunciation. On the score of ignorance you deserve expulsion; for no man as ignorant or careless as you are deserves a public trust. How long is it since I heard you tell your class you did not know how the Legislature of this State is elected? and you had taught school in it then nearly thirty years. Do you know now? If I were in your place I would qualify myself for teaching the com-

mon elements, before I would strut around with such mighty pompous dignity. You seem to think you are at the top of the current. Be pleased to remember that very light substances float the easiest. And I would like to ask how you think it looks to other folks who *do* think, to see you make over a hundred boys lug home every noon and night, and back every morning and afternoon, an armful of books, just because you are too ignorant or too lazy to teach arithmetic, penmanship, philosophy, &c. Do you think you have a right to impose upon the good nature of the people for ten or twenty years in this manner? Why should you ask to be treated differently from other masters? Or why should the Brimmer School boys be made to do that continuous lugging for ten years while the pupils of other schools are exempt? How do you manage to escape the wrath of the parents? Oh, I see; they are given to understand that their boys are made for the Brimmer School, not the school for them.

I rejoice that I shall no longer be annoyed by your melodious bawlings to the little boys in the adjoining room. How I used to wish some of the saints of the Committee would drop into my room and listen a few minutes; but as my company was not good enough for them, it never happened. And how sweet the howlings in the entry used to be when a boy happened to come a little early. And how pleasant it was for that lady visitor who was once so frightened in school hours by the bawling noise she heard in the adjoining room, that she fled across the room in terror. Oh, what delicious enjoyment of super-refinement the dear old lady who was on our Committee last year would have had, could he have witnessed these illustrations of Brimmerism. But the poor saints! — they could turn me out for coarseness; and oh! what honied encomiums they had for you!

I now proceed to make good my last charge against you; that is, that you made my class a means of ruining me with the School Committee.

Two years ago I said to you that I was willing you should put under my care any boys that troubled the lady teachers so much as to diminish their usefulness in their classes, if you and the Committee would make allowance for them. I told you I was willing my good health and experience should be used for the benefit of the school. Now, how did you reciprocate my generosity? By going through the rooms, and picking out nearly every boy that was fourteen or fifteen years old, whether good, bad, or indifferent, — boys that the women could manage and teach as well as I could, and crowding them into my room, giving me more than double duty. Nor did you exact any less teaching of the advanced portion of the class. On the contrary, you seemed more despotic than ever; fretted just as much about the order, when I had seventy boys crowded into my room, as when I had but forty, and once gave harder papers for examination than to

the other divisions of the second class, and found just as much fault at any lack of advancement as though I had had only my proper class. Even last May, because my poorly qualified boys, — those left after you had promoted all the best scholars to fill your vacancies in March, — failed on a set of questions your lieutenant had prepared without consulting me, you had to exhibit your nobility of soul by finding fault with me at a time I could not reply, — which has always been one of your smart tricks, for you never find time to hear the other side, — and had the impudence to tell me that the boys ought to be better drilled, when you knew that I had twenty-five boys of the lower classes to train at the same time.

So I tell you here that I believe you planned to kill me as a teacher in this way, by taking advantage of my benevolence. You were just small enough to play into the Committee's hands in this manner. If you have not, you could have made proper allowances for the extra work you put upon me. I know that you always claimed that you did; but just tell us how you made allowance? Do facts show it? You know that they do not.

Then you tried to palaver me with an argument that that examination had nothing to do with my being dropped. The most provoking part of my dealing with you is, the coolness with which you always assumed, that you could gull me with your blarney. I advise you to try to get into your head the idea that other men can see as far into a millstone as you can. Now to show you I know you boggled the truth, let me ask you one question. How did Mr. Torrey know anything about the examination, if you didn't tell him? and how happened it that he came directly from you to me on the afternoon I was dropped, and made me the only call he ever made in his life, and commenced inquiring about that very examination, catching at my explanation, and endeavoring to provoke me to say something that he could complain of, and then went directly to the meeting and voted to dismiss me? Now, Bates, you may look grave and wise and silly all at once, you cannot rub out these facts.

If I had space, I would like to give the history of that tremendous spelling — over ninety per cent of correct words — published by the Superintendent last year as a specimen of what the Brimmer School could do. It is enough to say, that for several weeks, the classes were drilled especially on certain pages, and certain words, and from these you selected thirty, and left the whole matter of giving out, correcting, and reporting, to the teachers. I have no doubt all were honest; but for you to allow that to go out to the world as a fair specimen of the ordinary spelling of the school, struck me as a little funny. And I might assert, truly, that I would not disbelieve anybody that should say that all your examinations were as great cheats as that; and I have heard it remarked by those who know, that

such is the case; notwithstanding the great Divine last year complimented the honesty of your examinations. I do not wonder at your jubilation on account of it; it was pleasant to find the plan working well.

And I would ventilate your honest way of keeping the record of attendance, which no doubt obtains in other great schools in Boston. The custom of fussing about absent boys, it seems, did not bring them into school, and there was a lower per cent of attendance in the Brimmer than in the Bangup and Beat-em-all Schools. So we were ordered to leave off certain "eregular" boys, and not count them as pupils. This fine stroke of policy raised the average attendance some. I presume it paid. But whether you had a right to do so I leave for the parents to decide. I believe there is a little law on the subject, and perhaps you had better look it up.

I have a word for the dear Crinoline — who reported my offence of having my coat off one morning before school — through you, and trust you will communicate it to her.

Ask Miss Crinnie, if she did see me "en dishabille," what did politeness dictate? Refined ladies tell me she ought to have kept her tongue still about it. Now she was not very fastidious about coming into my room in the days of our friendship, and using my register, and fixing her own rigging. And one stormy noon she came in, and wished she could "*damn, damn, damn*" Bates for his uncourteous treatment. I think that ought to have sealed her lips about me. But as it did not, she must not be offended if I pay no respect to her feelings.

And I have a word to your two friends, one a master, who prefer their boys should run in the streets, rather than be under my influence. The first one, you told me, had a boy in the school. I doubt not I know him; brandy blossoms shine quite conspicuously. Tell him I am as glad not to have his son to teach, as he can be; and judging fairly, I think his boy will get full as much street education as anything, if he copies his father's example. And tell your master, that as monsters do not propagate, I charitably hope he forms no exception; but if nature has erred once, and given him a son, I doubt not, considering the stock he comes of, that he will not fail to make a large use of the streets in due time.

Now, as an offset to these beauties, suppose I quote from letters sent by mothers, who know what I have done for their sons.

Says one, "I send you the package by my son as a slight testimonial for the help you have been to me in the management of my two boys in their father's absence. You have my heartfelt thanks for the interest you take in them."

Says another, "You cannot tell how grateful I am for the good influence you exert over my son. You do not know how

much good you are doing by your kind manner and plain teaching."

Another says, "I am glad my son has one friend in the school who has some sympathy for him and me, and I thank you for your kindness to him at all times."

Still another comes crowding through the boys at recess, and says: —

"Mr. Reed, I have just been up stairs to see my son that you have recently promoted. I was determined, the first time I came here, to thank you for your kindness to him, and the interest you take in his advancement. His father and I feel grateful to you, and we would not have consented to his promotion, had you not advised it."

And the last week I was there, a mother came to see if I could not take her boy from a lower class; and when I told her I was about to leave, tears came into her eyes. "What," said she, "will become of my boy then."

And I could add scores like these, and tell too, how I have stood between angry parents and you, and talked in your favor, in order to avoid trouble between them and you. But I rest content with the approval of those who know my way of working, and care just as little for your blatant critics that never had a boy in my class, as Uncle Toby did for the fly, and say, as he did, "Go, poor devils, the world is large enough for us all."

Now take notice, *I* do not claim to have been even a fair teacher. My conduct is, like every teacher's, open to criticism, perhaps censure. But when you bring critics, bring them from those who have a right to criticise, and I will respectfully listen.

I think I have gone over the points I wished to discuss with you, sufficiently, and I will close by saying that I hope you will succeed in keeping the good side of those brilliant geniuses on the Sub-Committee, and that you will be "pootty particular" and not let any "eregularities" get into the positions; that you will be careful to look after the "*troth*," so that the "nuisances," "greenies," "calves," "Sambos," and "fools," will all act like gentlemen, and be ornaments to the Brimmer School. And mind you, I hope you will be smart enough to make the Saints believe all that I've said is false, and you can stay twenty years longer. But I hope you know how the Legislature is elected, for you remember I volunteered to tell you. Do try to know as much as a boy from the primary school; for who knows but your admiring friend, the learned grammarian, may fling "syntax and euphony" at *your* head; and pray what would you do in that case? Ponder on it, and be wise in season.

One word more. I have written this letter, and that to the School Committee, without the counsel or cognizance of any teacher in your School. No one of them has seen or heard a word that is in either of them. I told several that I intended

to answer the Committee, among others your sub-master. So you need not imagine that any teacher now in your school has known anything about it. You need blame only me. And in parting, let me tell you, that the world is wide enough for both of us, and I wont trouble your share. I have squared accounts with you, and think the disinterested will understand how the land lies. I have shown that I am condemned by the Committee for the very things they overlook in you and others; that if I deserved dismissal, so do you; that instead of my having cheated the people of the district by viciously influencing their boys, the truth is you daily insult them by your arbitrary and deceitful management, and deserve what the Saints have given me; and that your whole bearing towards me, since you found the Committee against me, has been, instead of supporting, to crush me, without my knowing anything about it; and having accomplished the trick, you tried to "wool" me that you were my friend. Joshua, you did not succeed in the latter. I hope you will omit the effort next time.

As to your friends, those gentle masters, who made so free use of their tongues with you to injure me, please give them my regards, and tell them, that as they wished for my dismissal, they shall have their share of the credit of it. It is a trick peculiar to their breed. Men who have the souls of gnats cannot be expected to act with generosity towards one they dislike, and no one should grumble that, if among dogs, he gets barked at or bitten.

And, Joshua, the only favor you can grant me, is to remember, at all times, that it is difficult for me to look down far enough to see you. Go on your way rejoicing, humbug all you find willing, and crush every poor fellow the Sub-Committee wish to kill, and perhaps you will succeed just as well as you did with

WILLIAM REED,

Cambridgeport, Mass.

JOSHUA BATES, Master of the Brimmer School, Boston.

SCHOOL COMMITTEE.

REPORT

OF THE

COMMITTEE ON RULES AND REGULATIONS

ON

CORPORAL PUNISHMENT

IN THE

PUBLIC SCHOOLS.

1873.

BOSTON:
ROCKWELL & CHURCHILL, CITY PRINTERS,
122 WASHINGTON STREET.
1873.

In School Committee, June 10, 1873.

Voted: That the Committee on Rules and Regulations have leave to report in print, on the subject of Corporal Punishment in the Public Schools.

Attest:

BARNARD CAPEN, *Secretary.*

REPORT.

In School Committee, June 10th, 1873.

The Committee on Rules and Regulations, to whom were referred two orders offered by Mr. Sanford, as follows: —

"1. *Ordered*, That Chapter IX., Section 14, of the Rules and Regulations, be amended by adding to the section these words, 'Corporal punishment shall not be inflicted upon any member of either of the High Schools in this city.'

"2. *Ordered*, That the Committee on Rules and Regulations be directed to consider and report upon the expediency of amending Chapter IX., Section 14, by adding thereto, the following words, 'And in no case shall corporal punishment be inflicted upon any scholar for any offence, until at least twenty-four hours have elapsed after the offence is committed, for which such punishment is inflicted'": —

have considered both the orders with much care, and have heard the arguments, for and against the same, with great interest.

The question involved in these orders is not entirely new; from the time of Solomon, at least, it has been heard of, and it is to be presumed that it was not quite new to him.

Every few years in our own State it has come to the surface, and if any one will take the trouble to look over the annual reports of the Board of Education, for the last thirty-five years, he will find abundant evidence of the way many of the mighty men who have served on the School Com-

mittees, in various parts of the State, have grappled with this momentous question of corporal punishment in schools.

This Board also has been refreshed, from time to time, with elaborate discussions, and formidable essays, on this topic, and some of our worthy members seem almost to have made it a specialty.

To some men corporal punishment is simply a barbarism, and under no circumstances to be allowed; while to the majority it is an evil to be deprecated, never to be permitted except as a last resort, when every other mode of discipline has failed. Such men claim that good teachers seldom, if ever, find it necessary; the best teachers, never; and the principle which would seem to be fairly deducible from the multitudinous reports on this subject, in this and other States, is, that the infrequency or frequency of corporal punishment, by a teacher, is a pretty fair gauge of his or her competency or incompetency.

To no person or party, so far as your committee can find, or so far as their own observation or experience extends, does the infliction of corporal punishment seem a *desirable* method of making one wise. The only question which can be raised in respect to it, therefore, is whether or not it is ever necessary.

The idea of improving weak or imbecile brains, and increasing their capabilities, by blows on the head, or hands, or any part of the pupil's body, by the hand or fist, rod, rattan, ferule, or club, of the teacher, has, happily for us, become obsolete. The teacher who should attempt to stimulate the feeble intellects of those committed to his charge by such means would not be tolerated for an hour, when the facts were known, in any school in the State.

The only cases, therefore, where this kind of punishment would be permitted are those of gross heedlessness, and persistent, wilful, and contemptuous disobedience to authority.

It is admitted, on all hands, that corporal punishment is

to be used only as a last resort, when every other mode of discipline or control fails. When a pupil of average intellect is heedless or inattentive, is the fault necessarily wilful and vicious? The pupil may be unwell, either temporarily, or perhaps some fatal disease may have commenced its ravages. In such a case, would a blow on the head or body, or a rude shaking of the pupil's person, remedy the difficulty, or afford pleasant recollections to the teacher, in case the malady of the pupil was aggravated by such rude treatment? The teacher can hardly be expected to know all the incidents of the domestic life of every pupil, and hence may, in a moment, do a wrong, by such treatment, to a feeble or suffering pupil, for which a lifetime of repentance might be unable to atone. But is there no substitute for the blow of the hand, or rattan? If the lassitude of the pupils is occasioned by the impure air of the room, cannot the windows be opened? If from weariness by long sitting in some constrained position, may not your pupil's posture be changed? But this will occasion disorder and confusion in the school-room. Is the confusion less serious if a blow is given, which every pupil in the room seems to feel almost as much as the direct sufferer? But is it true that there is no other method to arouse the child's attention? Permit your pupil, whose eyes can hardly be kept open by any effort of his own, so long as he is confined to his seat, to walk across the room once or twice, and he will awake from his languor, ready for his duties, and thankful for the relief which his teacher's thoughtfulness has afforded him. And if there *has* been some confusion in the room, the moral sensibilities of the pupils will not have been wounded, perhaps for life, by the remembrance of the brutal cruelty of an unwise teacher's methods of discipline.

Are all our improvements of physical exercises, music and drawing, some one of which it would seem might meet the wants and tastes of every pupil, to have no effect in arousing and fixing the attention of the pupils of our schools, and

relieving their weariness and lassitude? Cannot a wise teacher devise methods, by calling his class to sing some spirited song, or reading some thrilling narrative, or in some other better way, to drive all real languor or apparent indifference out of his room? Are there no methods by which weary and disheartened pupils can have their attention diverted from present weariness, and exhaustion for the moment, and thereby be quickened and invigorated for renewed efforts, except by a blow on the head, or a pull at the ear, or some other physical abuse?

In nothing is the skill of the teacher more conspicuous than in that tact and fertility of resource, which can meet and supply every variety of mood and temperament of every pupil intrusted to his or her care.

The more stupid and indifferent the teacher, the more readily is the rod brought into requisition, if its use is permitted in our schools. Your committee, therefore, are of the unanimous opinion that there is no one thing by which our teachers can be better stimulated to good works than by refusing permission to use the rod and other means of corporal punishment, which the veriest dolt of a pedagogue, or even a monkey, could employ, and compelling the teachers to enlarge their ideas on this subject of discipline in their schools, and not forego all the resources of their intellects and affections to control and guide their pupils for that never-failing resource of stupidity, indolence and self-conceit, "the word and the blow, and the blow first." We are aware that in order to produce the most salutary effect the whole moral deportment of the teacher must exhibit to the pupil the daily example of affectionate interest and consistent self-control. What respect or affection can fretfulness and fault-finding on the part of the teacher inspire? Or inequality of temperament, one moment sweeter than honey, and the next bitterer than gall? Self-control, under all circumstances, is one of the first things a good teacher must acquire, if not already possessed of it; it

should abide with the teacher in a more literal sense than the fabled familiar, and there should never be a moment in the teacher's life when its influence is not manifest.

With perfect self-control on the part of the teacher, with that charity that never faileth, and with a patience, whose limit, like the horizon, advances as you approach, we believe our teachers may be entirely relieved from the necessity of inflicting corporal punishment in any case whatever.

But however strong the convictions of your committee may be on this subject, they do not profess to have all the wisdom of the world in their possession, and they are ready to admit that there is "a great deal of human nature" in the boys and girls of the Boston schools, which must be taken as it is found, and dealt with according to the emergencies of actual school life; and hence we fully appreciate the proposition which not a few teachers will present: "We grant that corporal punishment is an evil; that it is never to be employed except as a last resort; yet there are cases where it is the *only* remedy, no substitute can be found; the prosperity, if not the very life, of the school depends upon its prompt infliction; the experience of the world has settled this matter, and it is idle to question the verdict of the ages.

If there was no answer to be given to these assumptions, then the whole case must be yielded at once. But can no answer be found? If a sudden affray should occur in the streets, from some cause, in which perhaps the police force may have taken part, and perhaps have been to blame, would a wise government enact that the police force should set upon the offenders, with their passions all aroused, and smarting under the indignities which had been offered them, or which they fancied had been offered them, and with their clubs undertake to chastise the offenders, and set matters to rights, according to their ideas of right and justice?

Has not all past experience shown that it is better to sepa-

rate the functions of judicial and executive officers, so that when an offence has been committed, it shall be investigated by one whose passions, feelings or prejudices shall not have a shadow of influence in determining his decision, and that the penalty which has been decided upon shall be executed by another set of officers, who are supposed to be equally removed from passion, feeling or prejudice?

And the reason for this practice is, that all communities desire to have all wrong-doers dealt with as impartially as it is possible for men, in the exercise of all the candor and coolness they possess, to act towards their fellow-men. And this mode of action is not a temporary expedient, which some nation or race has adopted, but it is the universal principle of all civilized nations, and has been from the earliest times. And it is just this course of action which lies at the foundation of our deep and abiding respect for the recognized system of law and order under which we live.

An Eastern despot's will, which takes the place of written laws fairly and impartially executed, never inspires in his subjects that respect and affection which we all feel for the laws under which we live.

Now it seems to us that something of the same sort should underlie our system of school discipline. It is not to be a despotism, where the punishment is to have no relation in its quantity or quality to the nature of the offence committed. Children are not slow in discerning the infliction of undue punishment for a trivial offence. They have a sense of justice and fairness which can never be outraged without loss of respect and confidence in the guilty teacher. It is rather to be of that kind and parental character which does not take up every manifestation of the lightheartedness of a child's jubilant spirit as a personal insult, but of that cool and judicial character, which duly weighs and considers each case, with its attendant circumstances, and decides that to be

wrong which no surrounding circumstances will justify or excuse.

If such cases arise in any of the school-rooms, and the teacher in charge, after all passion or feeling on such teacher's part has had time and opportunity to subside, finds it impossible to control the pupil, and also finds that the moral influence of such conduct will be prejudicial to the school, such teacher, after giving the disobedient pupil all reasonable chance to atone for the fault committed, ought to report the case, *in person* and *in the presence* of the disobedient pupil, to the head teacher or master of the school; so that, by no possibility, shall any erroneous element enter into the judgment which such head teacher or master may render in the case. If the pupil sees that there is no passion or prejudice allowed to enter into the decision of the case, that only fair, just and impartial treatment is to have place, there is scarcely one case out of a hundred where such coolness, candor and tact on the part of the teacher directly concerned, or the superior teacher, will not conquer, and peace and harmony return to the disturbed school.

If, however, a case should arise where the order and decorum of the school-room are liable to be seriously interfered with by some sudden burst of passion, or from any cause which the wisdom, coolness and prudence of all the teachers who have the matter in charge cannot control, what is to be done?

In the first place, your committee feel assured that in every school where fair and impartial treatment is the rule and not the exception, where earnestness and kindness are never superseded by fretfulness, impatience and a fault-finding spirit on the part of the teacher, such a case will be well-nigh impossible. We do not intend, however, to assert that under no circumstances could such a case exist. There are tornadoes and whirlwinds and fierce tempests in the physical world, whose causes we cannot trace, and therefore can only

judge of them by their effects; but very shortly there comes a great calm, which the very violence of the storm seems almost to hasten. And so the sudden outburst of passion which may occur in the world of childhood, over which neither kindness, affection, reason, a proper sense of decorum nor conscience have power, however violent, will doubtless soon expend its force, even if left to itself.

Would a wise teacher resort to the rod in such a paroxysm, and expect thereby to improve the moral faculties of his pupil, or help such an one to greater self-control?

In cases of this kind, where the order of the school-room is not seriously disturbed, it would be better for the teacher to leave the guilty pupil alone for the time, especially if the teacher were also in a passion, as would most probably be the case in nine instances out of ten; and when the storm was over, and quiet reigned in the breasts of both teacher and pupil, the great probability is that a few well-chosen words, spoken in kindness and love, would do more to help the erring pupil to the proper habit of self-control, than all the whippings ever inflicted, without the danger of exciting hatred and malice to embitter all the future life of the pupil.

But should there be cases which no treatment of the teacher, however wise, judicious and patient, can reform, and where the good order and quiet of the whole school is interfered with, what is to be done? Shall not the rod be resorted to by the teacher, and obedience be enforced? We think not. In such a case, after all due efforts have been made by all the teachers successively in authority, and after proper warning, it seems to us that the welfare of the pupil, and the dignity of the teachers, would be best preserved by calling in the aid of the committee of the school, whose duty it should be to admonish the pupil, and inform the parents of such a pupil of the position into which the child was drifting; and if, after this, the disorderly conduct of the pupil continued, and the parent refuses or neglects to secure the

requisite obedience, and the order and quiet of the school are interfered with by the wilful misconduct of the pupil, it seems to us that no teacher should be subjected to the degradation of whipping such a pupil and thus shocking the sensibilities of all the rest of the school; but that the time has come for calling in the aid of the statutes of the Commonwealth in such case made and provided.

The 23d section of chapter 168 of the General Statutes provides that "whoever wilfully interrupts or disturbs any school or other assembly of people, met for a lawful purpose, shall be punished by imprisonment in the jail not exceeding thirty days or by fine not exceeding fifty dollars."

In the judgment of your committee, no teacher ought to be subjected to the degradation of inflicting corporal punishment on a pupil whose parent or guardian should neglect or refuse, after due notice, to secure the full measure of obedience which the teacher has a right to demand, and the continuance of the same for the future.

And if the parent or guardian shall refuse or neglect to do this, is it not time that such a pupil shall be taught by personal experience to feel that, back of his teacher's, or parent's, authority, is enthroned an impersonal power, which knows no partiality or passion, under whose authority he must live and die, and which cannot be evaded nor its edicts transgressed with impunity.

If no power of persuasion on the part of the teacher, or influence of the committee can effect the needed reform, let the offending pupil be handed over to the police officers, and if the pupil's stubbornness cannot thereby be subdued, let the penalty of the broken law be such a pupil's portion. We believe, however, and we are informed that the experience of other cities, where corporal punishment by the teachers is not allowed, will confirm our opinion that not one case in a hundred will occur where the pupil will not yield obedience

to all the just commands of a teacher, before the station-house is reached.

It is our firm belief, therefore, that it is the better mode to train American citizens, by teaching them, even in childhood, that obedience to just and impartial authority is a part of their daily life; that while it is not to be enforced by personal abuse nor in anger, there is a power which surrounds us all, old and young, like the atmosphere which we breathe, which can never be successfully resisted or opposed; that this power is the result of the embodied wisdom of the best men of all ages, and is the code of laws under which we live.

If the child is early made to feel that he is answerable to the laws of the State for his good behavior; that no angry or petulant teacher has authority to inflict blows upon his person, but in case of continued and stubborn resistance to the just commands of the teacher, it is the duty of the teacher to hand the guilty pupil over to the officers of the law, to be dealt with like other offenders, we believe that a wiser and better system of government will obtain in our schools.

It will be seen that we have in no instance recommended expulsion from the schools as a mode of discipline, and our reasons for it are that we think it should never be resorted to. If the conduct of a pupil is so vicious as to warrant expulsion,—which would probably be just the thing a bad boy would desire, so that he might have freedom to become a vagabond in the streets,— he has come to that stage when, it seems to us, obedience by all the power of the law should be rigorously enforced, and the stubborn will subdued in childhood, lest worse things than disobedience to school regulations happen in later years.

There is another mode of discipline, which may be found useful, especially in large towns and cities, before the disobedient and stubborn pupil is turned over to the officers of the law, which is, to establish one or more special schools, where all habitual truants and incorrigibly disobedient pupils shall, after

all proper steps for their reformation have been taken in the schools to which they regularly belong, be *compelled* to attend. The rules and regulations of such a school may be as strict and despotic as the most ardent advocate of corporal punishment desires. For such pupils it is not very material that the school be located where it will be specially easy of access, as the probability is that the number of its pupils will not be large, and most of them will not be injured by a long walk. It should be considered strictly as a reformatory school; should have the very best teacher in our whole corps, able to teach any branch of study, from the lowest to the highest; with a profound knowledge of human nature; of great executive ability, with the full salary of the highest master in the city; and one whose heart should be in the work, for there would be no more responsible office than his in the gift of the city. His judicious efforts would be more efficacious than those of all the magistrates, in correcting this class of juvenile offenders, and checking, at the outset, all tendencies to a vicious life. Besides, the advice of such a man would be invaluable to the other teachers, in cases of disobedient and troublesome pupils, and many would thus be saved the necessity of the discipline of such a probationary school.

The influence of such a method of reforming the vicious and disobedient when all the proper influences of the regular teacher fail, it seems to us, will be, that the order and quiet of the regular schools will be preserved; the neglect of parental care and discipline will no longer be thrown upon delicate and sensitive teachers, who would much rather receive the needed punishment on their own persons than inflict it upon their disobedient pupils. The complaints of parents, not infrequently of the worst class, that their children are abused, will no longer have any just ground of existence; the teachers will at once learn the lesson that patience and skill in the management of their schools must take the place of the rod; the pupils will early learn that no teacher under the influence

of anger or excitement is to lay his hand upon them; but still correction for their faults is certain to come, if reformation does not follow after due warning and admonition.

If the pupil never sees the example of rude and angry treatment set before him by his teacher, he will soon learn that the persons of his companions are never to be rudely or angrily treated, and the lesson of the brutish parent to his child, "When struck, do you always make it a rule to strike back," will soon die out, like many other maxims of a low and degraded state of civilization, and logic of the fist or the club give place to that of reason and kindness.

We have dwelt for so long a time on this subject of corporal punishment, because of the great importance heretofore given to it in the school systems of the world.

There was a time when whipping was the panacea for all offences, and the whipping-post was almost as common as the magistrate's office, for the discipline of offenders, old and young. To the advancing civilization of society it has at last become evident that this method of dealing with offenders is not the best, and it has fallen into disuse as a means of correcting adults. Within a few years flogging in the navy has been superseded for other punishments.

Cannot the same thing be done in our public schools? Cannot our refined and sensitive teachers be relieved from the necessity of supplementing the deficiencies of parental discipline by brute force on the persons of their pupils? A task so degrading and humiliating to many persons, whose presence in the school-room would be like a sunbeam, that they cannot be persuaded to engage in the business of teaching, and the loss of their efforts must be made up by those whose sensibilities are less acute, and, in consequence, less useful as teachers.

And again, is there not some way by which the degrading exhibitions of corporal punishment which have occurred in our schools, of all grades, within the past year, can be

stopped, and the good order and discipline of our schools still be maintained? It is with the hope that something may be devised by this Board to meet this question of corporal punishment in schools, which is continually arising, and will probably never remain quiet for any great length of time, until some other mode of discipline is adopted, that your committee have been led to present the foregoing suggestions on this subject for your consideration. They are far from supposing that they are giving much light on this topic, but have striven to give it that patient thought which its importance demands, and hope that their labors may be neither barren nor unfruitful.

They recommend, therefore, the passage of the following order.

For the Committee,

LYMAN MASON,

Chairman.

Ordered, That corporal punishment be and the same is hereby abolished as a method of discipline in our High, Grammar and Primary Schools.

A DEFENCE

OF

CORPORAL PUNISHMENT

IN THE

PUBLIC SCHOOLS OF BOSTON.

This subject, which has been agitated, and its abolishment defeated over and over again by the good sense of the school board, is to be considered again in the report of the Committee on Rules and Regulations. This report is certainly a very remarkable one, ethically, and in its assumptions and conclusions it may be termed unique. It penetrates back to the wisdom of Solomon, and proves conclusively that the wisdom of our day is far superior to that of Israel's king, who is comparatively "a dolt of a pedagogue or monkey," when he says, "the rod and reproof give wisdom, but a child left to himself bringeth his mother to shame;" "Correct thy son, and he shall give thee rest;" "Chasten thy son, while there is hope, and let not thy soul spare for his crying." The inconsistencies and absurdities of the convictions in the report are too manifest for sober argument. What government on the face of the earth was ever upheld without punishment for violation of law? Who ever heard of laws, rules, or regulations, without penalty for their transgression?

The writer having served many years on the school board, and taken great pains to investigate the subject of corporal punishment, feels that his opinions, derived from experience, may be at least as wise as those of the individual who wrote the report. As this report takes us back to the time of Solomon, it may be profitable to consider an event recorded in those days, when forty and two children were destroyed by two she bears for merely mocking Elisha, a venerable teacher, and saying "Go up thou bald head."

The report asserts that the "*best teachers*" never use corporal punishment. If that is true, our school board and teachers have been very incompetent during the memory of many generations, and the remedy is now in the hands of the board, by appointing none but the "*best teachers*," and no rules or regulations relating to the subject will be necessary. But perhaps there may be a difference in regard to what is meant by corporal punishment. I have known some teachers who never reported any cases, who shut children up in dark closets, pinched their ears, pulled their hair, compelled them to hold up one arm, stand on one leg, kept them in at recess and after school hours, etc. These, of course, were model teachers.

We will suppose corporal punishment abolished, and the rod, that terror to evil-doers, expelled from the public schools, and "spirited songs," and "thrilling naratives," or some other method adopted, — what is to be done with boys, ten or twelve years old, who use abusive, profane, and obscene language to their teachers, stick pins and knives

into each other, throw books at the head of the teacher, or school-committee-man, perhaps, if he shows his head there as often as he ought, or would have to? I believe if the school board abolish corporal punishment, it will weaken our admirable system, and degrade the character of the schools and children. "Spare the rod and spoil the child," is an old and wise maxim. Undoubtedly some teachers punish too much, and some doctors give too much medicine; but this will hardly justify an edict to abolish all apothecaries and allopathic physicians. It is incumbent on the committee, if there is a doubt, to prove that it does more harm than good, and that they have discovered the true remedy. Every father and mother knows corporal punishment in most cases is wise and salutary, and much to be preferred to the disgrace of special reformatory schools, and appealing to the aid of the "officers of the law," or schools, the rules and regulations of which may be "strict and despotic." What proof have the committee to show of the evil effects of corporal punishment? None is produced.

There are not a dozen teachers in the Boston schools, if they dare express their honest convictions, that will tell you they agree with the report and its conclusions. The sacred Scriptures, from beginning to end, sanction and confirm the necessity of corporal punishment, and nearly all the ills flesh is heir to are corporal punishments, and nearly all chastisements are, if rightly understood, blessings; and many an individual can look back on his past life, and recall a whipping from his parents or teachers, which he regards as a blessing,

and reverences them for it, if his heart is open to reason, although it was grievous at the time. History tells us Martin Luther was flogged *fifteen times* in one forenoon, when at school. Law, penalty, and punishment meet us in all the relations of life, in both human and divine government, and civilized society cannot exist without it. Blackstone says the tutor or schoolmaster has the power to restrain and correct; and Judge Brigham, of the Superior Court of Massachusetts, and the Supreme Court of Maine, have held that punishment is lawful and justifiable to enforce obedience in schools. The Board of Education in Massachusetts, in 1864, said: "Nor do they believe that large numbers of children can be permanently controlled by love and tact alone" Horace Mann says, it is better to tolerate punishment in cases where the teacher cannot maintain subordination otherwise. I hope no member of the board will vote on this question until he has read the able and irrefutable report made in 1867, by Henry A. Drake, Chairman, published with the annual report of 1868.

MOSES.

BOSTON, Oct. 1873.

M. Field Fowler.

LETTER

OF

R. C. WATERSTON

TO THE MEMBERS OF THE

BOSTON SCHOOL BOARD,

INCLUDING LETTERS FROM

ALDERMAN GAFFIELD, GEN'L SHERWIN, JOHN B. BABCOCK,
WM. H. MORIARTY, AND OTHERS.

RELATING TO

CHARLES M. CUMSTON

AND THE ENGLISH HIGH SCHOOL.

BOSTON, JUNE, 1873.

BOSTON:
ALFRED MUDGE & SON, PRINTERS, No. 34 SCHOOL STREET.
1873.

MR. CUMSTON.

CHARLES M. CUMSTON, as a student in Bowdoin College, was greatly esteemed, both for his scholarship and excellency of character.

As a mark of the high estimation in which he was held by his college, and in approval of his continued scholarship and success, in 1870 he received the honorary degree of Doctor of Laws.

In 1848, he was elected as teacher in the High School, and was thus intimately associated with Mr. Sherwin for twenty years.

Upon the death of that honored man, Mr. Cumston was appointed to the place which he has now successfully filled for the past four years.

Boston, June 20th, 1873.

To the Members of the School Board: —

Gentlemen, —

As the time may be greatly occupied when we next come together, I will venture respectfully to offer, in the form of a letter, a few remarks, for which I earnestly beg your candid consideration.

I shall express simply that honest conviction which is the result of personal observation extending through many years, in connection with which the testimony of others shall be offered, all of whom have had special opportunities for forming a judgment worthy of respect, — each individually of great weight, but collectively demonstrating, as it seems to me, beyond a question, that Mr. Charles M. Cumston, the present Head-Master of the English High School, is both an able and efficient teacher.

Twenty-five years of experience as an instructor in that school have exemplified his persevering devotedness to its best interests, — and such expressions of respect and affection as are here presented, coming from such various sources, give ample evidence that he has not only gained, but continues to hold, the esteem and good-will of those who have been under his care.

That he has offended certain persons is quite true. Among the multitude of pupils who have come under his care (of every style and type), it is hardly to be supposed that he should not, at times, have given offence. It is not always easy to criticise or reprimand, without being misjudged. Among the many teachers who have been associated with the Head-Master, some have felt annoyed (over-sensitive, it may be), they have felt indignant if not always commended. A

position more difficult to fill, can hardly be imagined. That a few, both among past pupils or the present staff of teachers, should feel aggrieved, is not, it seems to me, a matter of wonder. The only surprise is, that any human being should ever be able to escape such occasional results.

Having known Mr. Cumston for the past ten years; serving, through that time, as one of the committee upon the High School, and having been, within the past two years, President of the High School Association, I have been brought into near and somewhat intimate relationship with Mr. Cumston. During all this time, I can truly say, I have never seen anything, in his conduct or conversation, which has not gained for him my regard; nay, more than this, his whole deportment has been that of a consistent gentleman; and his remarks — well-considered, judicious, and wise.

In relation to the school, I have witnessed no neglect of duty, nor any lack of readiness to perform personal labor for its benefit. I never asked him to perform any duty which he did not do with cheerfulness and alacrity; or observed any one act which did not reflect honor upon the school.

I never saw anything unjust, or indicating petulance or arbitrariness. In speaking of the Pupils, he never uttered one word of harsh judgment. In allusion to the Teachers, he spoke with personal consideration; and in referring to the gentlemen of the Committee of the School board, he uniformly mentioned them with appreciation and respect.

If, therefore, I am called upon to express a judgment, growing out of personal relations to Mr. Cumston, for the last ten years, it must be in his favor. I should be false to every sentiment of justice and honor, if I did not affirm this in the most unqualified manner.

In addition to what I have personally witnessed, I have been in the way of hearing the opinion of a large number of

graduates, and those opinions have been almost uniformly in Mr. Cumston's favor. The fault-finders — are few; while his friends — are many.

At the semi-centennial celebration of the establishment of the school, 1,200 graduates met in 1871; and last winter, at the annual meeting of the High School Association, a larger number were assembled than on any previous year. On each of these occasions, Mr. Cumston was honored as the Head-Master, by every mark of gratifying consideration. This is mentioned because it shows that under Mr. Cumston's administration, there has been no abatement of interest in the school, but on the contrary, a very decided increase. Many past graduates were thus brought together, and various classes represented, thus offering a good opportunity to form an accurate estimate of the existing feeling in regard to the Head-Master.

Let me here give one or two letters from such Representative Graduates.

TESTIMONY OF ALDERMAN GAFFIELD,

Recently Chairman of the Committee on Public Instruction, and late President of the High School Association.

In a letter I received from him within a few days, he writes:—

"BOSTON, June 21, 1873.

"I am very glad there are good men who are ready to stand by my friend, Mr. Cumston, at the meetings of the School Board. My connection as pupil of the good old English High School, ended in 1840. Mr. Cumston was therefore never my teacher, but my interest in the school has never ceased. I have frequently visited the school as a member of the Committee on Public Instruction, and as an

officer of the High School Association. From my own observation, and from personal interviews with pupils of the school, I have always had the opinion that Mr. Cumston was a very successful and a very faithful teacher. I have often been highly gratified in listening to the words of past pupils, who have paid a high tribute to his fidelity, and to his deep interest in their welfare."

He concludes by expressing strongly a wish that the committee "may continue in his present position, one who for so many years has labored diligently to advance the best interests of the school."

Such is Mr. Gaffield's view of Mr. Cumston, based upon personal observation and his intercourse with others, of such extended character as to form a testimony of great authority.

LETTER FROM JOHN B. BABCOCK,

Chairman of the Executive Committee of the High School Association.

"BOSTON, June 20th, 1873.

"MY DEAR MR. WATERSTON,

"I desire to say a few words to you in behalf of the English High School, of Boston, with which for years I have been thoroughly familiar, and in which I feel the most devoted interest. I have, to-day, brothers, sons, and nephews, who have been educated there, and being myself a graduate of the school, you will not wonder if I take pride in that institution.

"I am glad to offer my support to the present head-master, to whom I was first introduced by Mr. Sherwin while Mr. Cumston was sub-master in the school. My connection with

the High School Association brought me into yet closer knowledge of the man and his abilities. His remarkable executive power is fully attested by the high standing the school has taken and maintained while he has been at its head. That he is a superior teacher, hundreds of Boston boys and men, who have been under his instruction, are only too happy to assert.

"As chairman of the committee of arrangements, having charge of the semi-centennial celebration of the English High School, my duties led me to an extended correspondence with graduates, covering the entire existence of the school, from 1821 to 1871. During several months I was in daily intercourse with those who had passed their years under the instruction of Mr. Cumston. Letters from hundreds of those pupils proved that he was almost universally esteemed.

"I do not hesitate to say that Mr. Cumston, in the estimation of those who know him and who understand the wants of the school, consider him as the right man in the right place. That, all things considered, he is the best available man for the position he holds. The school under his supervision has not only retained its high standard, but has been constantly progressive.

"With the accumulative testimony in his support coming from the real lovers of the school, I am clearly of opinion that Mr. Cumston holds a position to-day which he is amply able to fill in the highest interest of the school and the citizens of Boston.

"I am, dear sir, very truly yours, etc.,

"JOHN B. BABCOCK."

Mr. Cumston held for some twenty years the position of sub-master under Mr. Sherwin. They taught in harmony. Mr. Sherwin would not have allowed a teacher to be so long associated with him, in whose ability and character he had

not implicit confidence. I knew Mr. Sherwin well through a portion of this time, and I never heard him express one syllable of dissatisfaction. I have conversed with his son upon this subject, and he informs me that his father always had confidence in him as an excellent teacher. But General Sherwin was himself a teacher in the school, and knew Mr. Cumston personally as an instructor. I have received from him within a few days the following letter: —

TESTIMONY FROM GENERAL THOMAS SHERWIN.

"BOSTON, June 21, 1873.

"MY DEAR SIR, — From the expressions of esteem which come from hundreds of pupils who have been under Dr. Charles M. Cumston's instructions, and from long personal acquaintance with him (a portion of the time as an associate teacher in the English High School), I cannot doubt that he has been A FAITHFUL, ABLE, and SUCCESSFUL INSTRUCTOR.

"NOT ONLY GOOD SCHOLARSHIP, but MANLINESS and HONOR characterized the classes under his charge AT ALL TIMES. My confidence in his honesty of purpose, and fitness as a teacher, cannot easily be shaken.

"Of his success during the four years he has held the position of head-master, none can speak with so much propriety as those of the High School Committee, who have watched and guided the course of the school with earnest and unremitting care for many years, and I rejoice that yourself and your associates, who are identified with the growth and honored position of the school, find it your duty, as it must be a pleasure, to report that the English High School is fulfilling well its important work, AND THAT THE HEAD-MASTER IS WORTHY of the distinguished position which he holds.

"I am sir, very respectfully,

"THOMAS SHERWIN."

The majority of the committee, indeed, feel as General Sherwin has described; and among that majority (who do not hesitate in maintaining this position) no one stands more firmly, or more honorably, than the chairman, the

Rev. Dr. Lothrop,

who by word and deed has rendered incalculable service to the cause of education in Boston. For thirty years no labors have been so arduous, and no sacrifice so great, as to divert him from the path of duty.

It is evidence of his long fidelity to say that he was an active member of the committee, when Mr. Cumston, twenty-five years ago, entered upon his work as an instructor.

Through all this period, Dr. Lothrop has closely observed him; and after such knowledge he still considers him honest and true, confiding in his ability, integrity, and judgment. Hearing all the suppositions and conjectures, from his absolute knowledge, he still relies with unshaken confidence in Mr. Cumston as worthy of trust. Stating this, the Chairman of the High School Committee is met with rebuke and almost with insult. Still he continues firm to his conviction, and consistently holds to what he believes.

WHENCE CAME THIS TROUBLE?

ITS ORIGIN AND PROGRESS.

The strife began with a case of discipline in the room of Mr. Woolson. A lad had been suddenly seized by the throat and thrown to the ground. An order was introduced at the meeting of the Board, February 11th, 1873, to have this case of "severe and unusual discipline" investigated. This was done, and through the various sessions in which witnesses were examined, the whole testimony turned towards Mr. Woolson, who was the only person connected with this extraordinary case. As the result of that investigation (which continued from February to June), at the meeting of the Board June 6th, the Committee reported: —

1. That Mr. Woolson had been guilty of a violent and unwarrantable attack upon young Skillings.

2. That in administering corporal punishment in his room he had been rough, harsh, and severe. In his general discipline, alike wanting in judgment and discretion.

3. That he had manifested a want of respect for the Rules in regard to discipline established by the School Board.

4. That he had exhibited a disorganizing and disloyal spirit, incompatible with the discipline and interests of the school.

5. That he had manifested a want of ingenuousness in his statements and explanations about the matters referred to this committee under the order of the Board.

After discussion it was

Voted, To accept the Report, and that the committee be discharged from the further consideration of the subject.

Whereupon by a very large vote was passed the following

Order, That this Board severely reprimand Moses Wool-

son for cruel and unjustifiable punishment of a boy under his care, in entire disregard of the rule of this Board; that the said Woolson be, from this date, placed upon probation, to continue in that position until the committee on the English High School shall recommend the Board otherwise to order.

During this investigation Mr. Woolson was allowed to summon whatever witnesses he desired, and to put to them what questions he wished. The investigation was thorough. Almost everything that could be thought of, touching the internal condition and management of the English High School, together with the character and conduct of its teachers, from the head-master down, was brought under inquiry and examination.

For some length of time (through this investigation), no imputation whatever was thrown upon Mr. Cumston. Not even the slightest shadow of fault presented itself.

But at length a new tide set in. Several teachers began to turn upon the head-master. Ill feeling on the part of one or two commenced to develop itself, till at length there appeared, among several of the subordinate men, a concerted action to break down the head-master, and have him thrown in disgrace from his office.

To show how little the purpose was in this direction (at the beginning), I will transcribe a statement of Mr. Woolson from a note which he wrote me, as late as

March 10, 1873.

Dear Sir, — There is an impression I fear in the minds of some of the members of your committee that the principal of the school, and I, do not work well together, and I have thought (perhaps erroneously), that this may have furnished the animus of some severity of action towards me on their part. But I can assure you that my public relations with Mr. Cumston, in everything that concerns the school, are as

harmonious as are those between him and any other member of the teaching corps. And I have always been and shall always hold myself ready to carry out his wishes, in every particular, as it is my duty to do.

Believe me most gratefully yours,

M. Woolson.

This certainly does not imply a cruel despotism on the part of the head-master. It does not suggest any dreadful state of things under which these teachers were contending.

It is perfectly evident that up to this time not one of these sub-teachers did even dream of presenting any grievance. There were, doubtless, little vexations; ambitions disappointed, or jealousies kindled, secret feelings rankling, on account of some slight reprimand or personal pique. No doubt some of those hidden elements of human nature were at work, which will occasionally show themselves.

These embers were fanned, and little tongues of flame began to dart over the surface. The fires now and then flashed up, and were turned towards the head-master.

During this investigation various complaints were made (some very insignificant), but the most desperate statement of all, was this: —

Two of these sub-masters brought forward the fact that they obtained their appointment as teachers under false pretences. They confessed that they were guilty of fraud, — having used, when examined as candidates, papers privately placed in their hands.

The vague intimation was, that these papers had come through a Member of the committee. This member was afterward stated to be one recently struck with fatal paralysis. If spoken to upon such a subject, he was in no condition to answer, explain, or refute. His attempt to answer, under such circumstances, would probably cause instant death.

Thus a gentleman, who has hitherto held an untarnished reputation, had this obloquy gratuitously thrown upon him, when unable to refute it. An imputation which few men would have been willing to make, and which I trust fewer still will be willing to believe.

But the next stab was at Mr. Cumston. It was at first dimly intimated, then freely asserted, that the papers were furnished by the head-master.

This accusation was (I confess) to me absolutely astounding. Was it a possible thing that the Principal of the English High School, who had for years held so honored a position, and maintained unimpaired so high a character, could have been guilty of such consummate folly!

Soon after these assertions were made, and began to be freely bandied about, I saw Mr. Cumston, and we conversed frankly upon the subject.

I put the question to him fairly, "Mr. Cumston, did you, or did you not, have anything to do with this transaction?"

With a clear, unflinching expression — (while I looked fully in his face) — he answered: —

"I had nothing to do with it."

"Do you unqualifiedly assert this," I asked, "on your word of honor?"

He replied, "I do."

"Well, then, Mr. Cumston," I at once said, "I believe you, and I will continue to believe you, until there is proof to the contrary."

Since then (not to satisfy myself, but with the thought that it might satisfy others), the question was asked, "Are you willing to say this upon your Oath?"

Mr. Cumston as directly replied, "I AM WILLING TO MAKE OATH that I had no hand in that transaction."

After this, in the presence of a man like Mr. Cumston, I dismiss such a vile insinuation, — forever.

DOES MR. CUMSTON, OR THE COMMITTEE, SHRINK FROM THE FULLEST INVESTIGATION?

Far from it. Has not an investigation, of the most searching nature, been going on since February last? Have not boys and men, outsiders and insiders, opponents and friends, been called to testify?

With an almost inquisitorial pertinacity, every shadow of suspicion has been pursued. The minutest hint at a fault has been tracked, step by step, with painful diligence, until the majority of the committee, having fully satisfied themselves, have become weary of such proceedings, and have voted, finding no ground for accusation, to nominate the long-tried and faithful head-master for re-election.

But why elect Now? Because the rules appoint this as the legal and proper time. If there is no re-election, the High School, for the time being, has no head. And the majority of the committee believe that Mr. Cumston is the proper head and wholly worthy of the place.

But why call for a vote now? Because this is the season when many go into the country, and must be, for a considerable time, absent from the city.

For myself, it is imperative that I shall be away within one week, and the same is true of others.

Therefore we desire to perform a duty while it is in our power to do so.

But does this preclude further investigation? Not in the least. If there are any charges, they can be as well considered in the future as they can now. And if there is good reason, Mr. Cumston can be censured and dismissed.

But the majority of the committee, after having heard every kind of statement, and sifting it to the bottom, have the most unshaken confidence both in Mr. Cumston's ability and integrity.

Present Condition of the School.

Is it true that the school has deteriorated under Mr. Cumston? Far from it. It is positively certain the pupils were never so numerous, so accurate in acquirements, or unexceptionable in character, as at the present time. Any one who asserts to the contrary, affirms what facts cannot prove. In all the rooms where the teachers themselves have not, by personal antagonism, created uneasiness and distrust, everything moves in harmony, and is wholly encouraging in its aspects.

The Annual Report of the School Board of 1870-71

Says: "The committee have confidence in the learning and fidelity of the Head-Master."

"The committee," it adds, "are happy in the belief that something better than present good, 'the soul of everything great and noble,' animates the instructors of our High Schools. They are regarded as men of liberal views and sincere purposes, and willing to carry out the wishes of the committee and an enlightened community."

Opinion of Mr. Philbrick.

The Superintendent of Schools, in each successive Report since Mr. Cumston has occupied his position, has dwelt upon his labors with increasing commendation.

1870.

In 1870, he says: "The present head-master, Mr. Cumston, who had been a successful instructor in the school for nearly twenty years, and under whose charge it is now flourishing, *beyond precedent*, soon after assuming the direction

as principal, proposed important and desirable modifications of the course of study, which are now in full operation."

In September of this year, he says: "This class (the Head-Master's) was nearly fifty per cent larger than the largest that had ever previously been graduated, and it was about three times as large as the average of the previous graduating classes. Scarcely a pupil fell out of the ranks of this class during the whole year. This is a very interesting and gratifying fact."

1871.

In 1871, he enumerates "various encouraging aspects," and says: "This is an element of improvement which deserves special commendation." "The large number graduated," he continues, "this year, is highly creditable to the management of the school." He then adds, "I look upon the increasing prosperity of this school with great satisfaction. In its character, aims, and organization, it is unique. There is no other school of the same type in America. It is just such a school as is needed."

1872.

In 1872, he again calls attention to "the increasing number of the pupils and their marked progress," adding: —

"The pupils in this school are acquiring an excellent education for the practical purposes of life. The prosperity of the school, not only in respect to numbers, but also in respect to the character of instruction, is highly gratifying."

Such is the testimony of the local committee, — of the annual committee of the Board, as seen in the reports,— and of the Superintendent of Schools. With such accumulative evidence, to assert that the school is deteriorating, is simply

absurd. No; it never was in better condition, and this is, to a great degree, owing to the persevering fidelity of the head-master, Mr. Cumston; — to whom the just credit is honestly due.

DR. WALDOCK.

The following is the honorable statement of Dr. Waldock, in March, 1871.

"I visited Head-Master Cumston's room on Wednesday and Thursday, and examined the class in English literature; French; Rhetoric, and Natural Philosophy; in part orally, and in part by written questions.

"It is my agreeable duty to report that the recitations in all these studies were prompt, clear, and correct; indicating that the pupils have learned to Think, — and take interest in their studies. The order of the rooms was in accordance with the recitations. It is evident that the masters hold their classes thoroughly in control, and strenuously up to their work."

All this is quite as true to-day; and these characteristics of Mr. Cumston as an instructor, and the admirable results of his methods, are as much worthy of commendation now as then, while the fruit of his labors is just as marked and quite as valuable. In fact, it is exactly this which gives life and force to the school, and makes it what Fraser declared before the British Parliament, as "taken for all in all" — "the model school of the United States."

He wished, he said, "there were a hundred such schools in England," and we may add, if he had Mr. Cumston at their head, they might, perhaps, be able to witness a similar result.

All I would say is, there has been no retrograde movement, but perceptible Progress.

TESTIMONY FROM WM. H. MORIARTY,

A Graduate of 1863, *and a Teacher in the English High Evening School.*

"ROXBURY, June 21, 1873.

DEAR MR. WATERSTON, — I was formerly a pupil of Mr. Cumston, and I deem it but justice to him to say that I think he is the hardest working teacher I ever saw.

As a teacher of geometry he probably was never surpassed. With the utmost patience, again and again, would he go through all the parts of a demonstration himself, until every point was plain, and its connection with the other points, which constitute the harmony of mathematical truth, was fairly established. Then his earnestness would incite scholars to invent original demonstrations and propose problems for solution by their classmates, and the intellectual contests which these involved, form a vivid and pleasant memory. Mr. Cumston's scholarship, like his teaching, is very thorough. He was always excellently informed upon any subject he undertook to teach.

Thoroughness and earnestness are, I think, his leading characteristics.

He has besides a large vein of sympathy, and scholars laboring under difficulties in pursuing their studies, will, I am certain, always find in him one who will do his utmost to assist them.

I have myself met him on the street, when he has told me that he had been to visit the home of a poor scholar, and I know that he has often extended kindness in this manner.

The best lesson of integrity he could give his scholars, I believe, he has imparted by always presenting to their view the example of one who was constantly engaged in the conscientious discharge of his duty.

I am, yours truly,

WILLIAM H. MORIARTY."

TESTIMONY FROM THE CLASS OF 1870.

"BOSTON, June 21st, 1873.

REV. R. C. WATERSTON: —

Dear Sir, — The recent troubles which have arisen in regard to the management of the English High School are so serious in their aspect as to demand the immediate attention of all those who entertain any interest in the success and advancement of the institution. It becomes the pressing duty of all whose experience entitle them to an opinion in the matter, to express that opinion in a manner which shall not be misunderstood.

I graduated at the English High School in 1870, having passed two years in Mr. Cumston's class in consequence of the decease of Mr. Sherwin. During the two years I was associated with him, Mr. Cumston proved himself, upon all occasions and under all circumstances, by far the most efficient teacher and most perfect gentleman it has ever been my lot to meet. Never have I seen Mr. Cumston other than a dignified man. Never have I seen a teacher more earnest and undivided in his attentions to his class, and who felt more pride and satisfaction in their success.

Courteous and dignified in his manner, and sympathetic in his nature, he won the ardent and lasting respect of his pupils. It would be impossible for me to testify too warmly in behalf of one with whom my past associations have been so pleasant.

I beg you to believe that I am not alone in this testimonial. My classmates, without exception, would heartly indorse my sentiments were they called upon to do so.

I remain very respectfully your ob't serv't,

FRANK W. DARLING."

LETTER FROM WM. GILL, ESQ.,

Publisher, and past graduate of the school.

"BOSTON, June 21, 1873.

REV. R. C. WATERSTON: —

MY DEAR SIR, — As president of the High School Association, and as a member of the school committee, will you permit me to address you a few words, which a sense of justice impels me to write at this time.

The unprecedented efforts which have been made by certain parties with a view to prejudice the re-election of the esteemed head-master of the English High School, have deservedly excited the indignation of hundreds of Mr. Cumston's former pupils. Knowing as they do from practical experience under his care, that his abilities as an instructor of youth are founded upon the solid basis of sterling worth, they feel deeply the injustice of the petty gossip that has been published, *ad nauseam*, of late, by those who have had no opportunity of knowing the master by his deeds.

This election originally met with the hearty and unanimous approval of my class, the majority of which had been under his care when Mr. Sherwin was head of the school, and there has been no change in the opinion of our members since Mr. Cumston was installed as head-master.

Having, since my graduation, had frequent occasion to be brought into connection with Mr. Cumston on important matters, I feel competent to speak understandingly of the gentleman as master and man.

It would seem that no instructor could be more alive to the individual interests of his pupils than Mr. Cumston. Time after time I have known of his earnest and disinterested efforts, at personal inconvenience to himself, in obtaining advantageous situations for his graduates; situations

which could not have been obtained but for his significant indorsement.

His time (out of school hours) he has never been disposed to claim as his own, when a pupil's welfare could be advanced by devoting it to such an interest.

In school it has been Mr. Cumston's policy to encourage all to needed effort; to make that effort as agreeable as possible, and to regard the peculiar temperament of each pupil in his treatment of them. I believe I know what I speak when I say that Mr. Cumston's great practical experience in the English High School, his eminent fitness for his important position, the confidence reposed in him by the lamented Mr. Sherwin and by his own pupils, are considerations of such moment as to demand his continuance in his position of head-master of the English High School.

Yours sincerely,

WILLIAM F. GILL,

Class of 1863."

LETTER FROM GODFREY MORSE, ESQ.

"BOSTON, June 23, 1873.

REV. R. C. WATERSTON,

President of the English High School Association:

Dear Sir, — As a graduate of the English High School, and as a member of the Board of government of the association, I deem it my duty to express my thanks to you and to the other members of the school committee, who have so manfully defended the High School and its head-master at the recent meetings of the school committee.

It has seemed strange to me that after a service of a quarter of a century, and after Mr. Cumston's undeniably successful management of the school since the death of the lamented Sherwin, after the rapid growth in numbers and in the usefulness of the school under its present head, after the nomi-

nation and warm indorsement of Mr. Cumston by the majority of the High School Committee, there should still be so persistent an effort made to defeat the election of Mr. Cumston, and to undermine his well-established reputation as an instructor and as a gentleman, by flimsy charges which the majority of the committee regard as unfounded. Such a course must tend to impair the usefulness and discipline of the school.

For my own part I have known Mr. Cumston for over a dozen years, while a member of the school, and since. I have had frequent occasion to meet Mr. Cumston, and also to converse with those who are well acquainted with and deeply interested in the welfare of the school. I only share with others in my estimation of Mr. Cumston, when I say that I have always regarded him as a ripe scholar, an excellent teacher, a strict disciplinarian, and endowed with unquestionable executive abilities, which more than qualify him to be at the head of this important institution.

I speak from conviction gained from personal knowledge when I say that all of Mr. Cumston's aim, all his ambition, is the success and well-being of the High School. He has been wedded to it for more than twenty years. It has been his sole pride. And after a faithful and satisfactory service of so long a term of years, and only when he has reached the enviable (?) position of its head, it seems to me that this opposition to him must come from those who have not the good of the school at heart, but are actuated by some personal dislike to Mr. Cumston, and that it is they who are ready to injure his character, and defeat, if they can, his election.

I believe Mr. Cumston to be innocent of the charges attempted to be brought against him, and most sincerely hope he will be re-elected.

Very truly yours,

GODFREY MORSE."

LETTER FROM MR. THOMAS L. MANSON, JR.,

A former pupil of Mr. Cumston, graduate of the High School, and at present connected with the banking firm of Messrs. Kidder, Peabody & Co.

"BOSTON, June 23, 1873.

REV. R. C. WATERSTON: —

Dear Sir, — Thinking it appropriate at this time of discussion and dissension with regard to the English High School, I take this opportunity of expressing to you my regard for Mr. Cumston as a teacher, and my thorough belief in his integrity as a man. I consider myself very fortunate in having been under his immediate charge, and should regret exceedingly any change in the head-master's position.

Very respectfully yours,

THOS. L. MANSON, JR.,

Class of 1863."

LETTER FROM SAML. H. BABCOCK,

Class of '68.

"JUNE 20, 1873.

DEAR SIR,—As a graduate of the class of 1868 (the largest class that ever graduated up to that time), I am happy to state that the year passed under Mr. Cumston's instructions was one of unmitigated satisfaction to myself, and that almost the entire class had for him the utmost respect and affection, and considered him eminently qualified for the position he now so honorably fills.

Very truly yours,

SAML. H. BABCOCK."

Testimony of Teachers in the English High School.

One unacquainted with facts might be led to imagine from rash assertions made, that the best teachers in the school are arrayed against Mr. Cumston. On the contrary, the oldest and most reliable teachers are strongly attached to him. They honor him for his ability and faithfulness. Such an expression of unbiassed judgment as will be found in the following letters, cannot fail to carry conviction to every candid mind. These words are the more honorable, coming at a time when every means has been resorted to of awakening prejudice and even animosity.

The following letter is from John P. Brown, a teacher of deservedly high repute. He was a medal scholar in the High School, studied under Mr. Cumston, after which he was a graduate of the Latin School, and of Harvard University. He has been a successful teacher in the High School for the past four years.

"Boston, June 21st, 1873.

Rev. Mr. Waterston: —

Dear Sir, — Having seen statements to the effect that Mr. Cumston is unfit for his position, and that he is so considered by the other teachers of the school, who are almost without exception said to be openly at issue with him, will you allow me to say, through you, to any one whom you think to have been influenced by such assertions, that as a graduate of the school, and as a teacher in it for a number of years, I have found him A MOST THOROUGH TEACHER, AND A MOST THOROUGHLY JUST SUPERIOR.

Comparisons are made between Mr. Sherwin and Mr. Cumston, to the detriment of the latter. Whatever difference there may be in scholarship, those who knew Mr. Sher-

win and who ever heard him speak of Mr. Cumston, know that his favorite expression was, "MR. CUMSTON IS AS HONEST AS THE SUN."

As for his scholarship, I think if Mr. Cumston were less frank in admitting his deficiencies, and less modest in claiming what he has, which is a great deal more than to entitle him to be considered a fine scholar, he would not be so underrated by those whose prejudice, perhaps, has blinded their competency to judge him.

With great respect, your ob't servant,

J. P. BROWN."

The next letter is from CHARLES B. TRAVIS, an efficient and able teacher in the school, whose judgment is worthy of peculiar weight: —

"ENGLISH HIGH SCHOOL, BOSTON, June 23d, 1873.

DEAR MR. WATERSTON,— I became a teacher in this school early in September, 1869.

Since that time I have had opportunity to observe the condition of affairs without the intermission of a single school day.

Allow me to say that I regard the integrity of Mr. Cumston, the head-master, as UNIMPEACHABLE. In executive ability HE IS SECOND TO NO TEACHER I HAVE EVER KNOWN.

Yours respectfully,

CHARLES B. TRAVIS."

The next letter, to which I will respectfully call attention, is from L. HALL GRANDGENT, Class 1st, Division 3d. Neither his works or his words need any commendation. They both carry approval with them.

"English High School, June 23d, 1873.

Rev. Mr. Waterston:

Dear Sir, — In consequence of the many numerous rumors afloat as to the internal management of this school, I feel it my duty, as one of the masters of this school, and having a good knowledge of its internal affairs, to say a few words on one or two points.

My connection with the school began, as you know, in Mr. Sherwin's time, and I have always had charge of the 1st or a portion of the 1st Class, until within a year or two; when any teacher of the lower classes was absent, I took charge of his class during such absence, and thus I have had means of becoming acquainted with the management of the school in all its parts.

I have been a teacher all my life, since I graduated, and have been in or had charge of quite a number of different schools; and I can truly say that as far as order and good discipline are concerned, this school is at least equal, if not superior, to any with which I have been connected. Considering the number of pupils in this school, — more than five hundred, and its divided condition, one half here, and the remainder in another building, — I think it shows a rare executive ability to so manage as to have all the classes going on harmoniously and smoothly; especially during the excitement of the last two months.

I, for my part, having seen what Mr. Cumston has accomplished hitherto, have full faith in his ability to so manage the school, that it will continue to be, as it has heretofore been, an ornament and a credit to the city of Boston.

Very respectfully yours,

L. HALL GRANDGENT."

The following testimony is from JOHN F. CASEY, third Class, fifth Division, who leaves no doubt as to his strong regard and attachment: —

"ENGLISH HIGH SCHOOL, June 23d, 1873.

REV. MR. WATERSTON: —

Dear Sir, — I have been a teacher in the English High School one year, and my relations with the head-master have been such as to lead me to place the highest confidence in him as a teacher, and as a man of integrity.

Respectfully yours,

JOHN F. CASEY."

The next statement is from ROBERT E. BABSON, master of the advanced class, second story, himself a scholar of high culture, accomplished and successful as a teacher.

"BOSTON, June 21, 1873.

REV. R. C. WATERSTON: —

Dear Sir, — I do not wish to appear as a partisan in the present controversy concerning the English High School, but I think there can be no impropriety in my addressing a few words to you expressive of my confidence in the ability and integrity of the head-master. I have been associated with him for nine years, and I have never known him to do, or heard him say anything to shake my faith in his entire honesty and veracity.

So far as his success in the management of the school is concerned, it is sufficient to point to two facts. The number of scholars has doubled, and the number of graduates has far more than doubled in the four years that he has been head-master.

These facts indicate that the school has gained the confidence of the public, and the confidence of the public can only be earned by faithful, honest work. Such work Mr. Cumston has done, and he is entitled to the credit of it.

It is charged that the school is now demoralized and in a state approaching anarchy. It was impossible that the discipline should not be somewhat shaken by the investigations and discussions that have been carried on during the past three months, and it is a glorious tribute to the excellency of the traditions of the school, and the confidence of the pupils in its management, that the boys have not taken advantage of the opportunity and made the work of the teachers far more difficult than it in fact has been.

I have entire confidence that Mr. Cumston will, if re-elected, maintain fully the reputation of the school, and manage its affairs to the satisfaction of the public.

I am, sir,

Yours respectfully,

ROBERT EDWARD BABSON,

Master English High School."

TESTIMONY OF ALBERT HALE,

Master in the English High School, 2d Class, 1st Division, as strong and able a teacher as can be found in our schools. True himself, he knows well how to judge truthfulness in others.

"BOSTON ENGLISH HIGH SCHOOL, June 21st, 1873.

MY DEAR MR. WATERSTON, — In view of the grave charges which are made against our head-master, I desire, as a friend and associate of his for some years, to testify to his integrity and ability.

I have been on quite intimate terms with Mr. Cumston

for about seven years, and I can truthfully say, that during all this time I have had perfect confidence in his integrity. I have indeed regarded him as an exceptionally straightforward, plain-dealing, honest man. Sometimes a little blunt in telling people the truth, and not very politic in avoiding enmity thereby.

I have little doubt in my own mind that this impolitic plainness of speech is the principal cause of whatever hostility there may be on the part of any of our teachers towards him.

I have seen it stated that he is openly at issue with nearly all of us. The statement is not true in regard to myself, and I am warranted in saying that it is not true in regard to a majority of the teachers of the school.

As to Mr. Cumston's ability, I am still of the opinion expressed by some of us when he was first a candidate for head-master, that the reputation of the school for honest and faithful work is largely due to him.

In my own intercourse with him since he has been head-master, the thoroughness, the skill, the success of his teaching, has more than once won my admiration.

Allow me to say, in fine, that I cannot conceive how such a monster (!) as he is now represented to be, can have earned so enviable a reputation for honesty as he has had up to this time.

Moreover, it seems to me that if a reputation for integrity is ever to be of service to a man, it ought to stand him in good stead now, when it is so fiercely assailed.

I have confidence that he will come out of this trouble honorably in the end, and I hope the school of which we have all been so proud, will continue to enjoy the benefit of his services.

I remain, sir, with much esteem,

Yours respectfully,

ALBERT HALE."

LETTER FROM CHARLES O. WHITMAN,

Teacher in the English High School, 3d Class, 4th Division.

"ENGLISH HIGH SCHOOL, June 24th, 1873.

DEAR MR. WATERSTON: —

In view of the charges which have been circulated to the injury of Mr. Cumston, our head-master, I desire to say, for myself, that during my connection with the school, I have never seen anything to lead me to suspect Mr. Cumston's integrity. He has always, in every particular, been just and obliging in his deportment towards me, and his management of the school, so far as I can judge, has been such as to inspire the greatest confidence in his executive ability.

Very respectfully, yours,

C. O. WHITMAN."

LETTER FROM CHARLES J. LINCOLN,

2d Class, 4th Division.

ENGLISH HIGH SCHOOL, June 24th, 1873.

REV. MR. WATERSTON: —

Dear Sir, — With pleasure I write you to deny a statement which has been put forth that Mr. Cumston is openly at variance with nearly all the teachers of the English High School. It is a statement which is unfounded in fact. I will also add that I consider Mr. Cumston, so far as my experience with him goes, a man of integrity, and of undoubted intellectual and executive ability.

Yours respectfully,

CHAS. J. LINCOLN,

Sub-Master, English High School.

Testimony of L. W. Anderson.

"English High School, June 21, 1873.

Rev. R. C. Waterston: —

Dear Sir, — In the unfortunate controversy respecting our school, Mr. Cumston is charged with a lack of capacity and of integrity.

I wish to call your attention to a single point, the growth and general good condition of the school at the present time, and Mr. Cumston's connection therewith.

Within four years we have doubled our numbers. Schools do not grow in this way without a cause. Mr. Cumston has labored earnestly to promote the welfare of the school. For three years after the death of Mr. Sherwin, he spent nearly all the afternoons and many of the evenings in bringing into working order the present programme of study. This I state from personal knowledge. That this labor was skilled labor, and not without results, the growth of the school, to the present time, is sufficient evidence.

As to the charge of lacking integrity, I have only this to say: I have known Mr. Cumston intimately for over twenty years, and can point to no act inconsistent with honesty and integrity of character.

Very truly your obedient servant,

L. W. ANDERSON."

TEACHERS OF MUSIC, MILITARY DRILL, AND DRAWING.

It has been asserted that the above-named teachers have not been on friendly relations with Mr. Cumston, and that he has not rendered them ready co-operation and assistance in their respective departments.

I have received letters from all these gentlemen, wholly and unqualifiedly contradicting such assertions.

LETTER FROM JULIUS EICHBERG,

Teacher of Music.

"BOSTON, June 24, '73.

REV. R. C. WATERSTON: —

Dear Sir, — I beg to state that the order and discipline of the boys in the English High School during the music lessons is good, and that I have no reason whatever to find fault with the deportment of the scholars.

The progress of the scholars in music has been highly satisfactory, and has been pronounced so by the Chairman of the Music Committee.

It gives me pleasure to state that Mr. Cumston, the head master of the English High School, has always treated me in the most gentlemanly and polite manner, and that in stating this I may also be allowed to add, that my intercourse with the above named gentleman has been constantly agreeable and satisfactory.

I remain, with great respect, your obedient,

JULIUS EICHBERG,
Supervisor of Musical Instruction in the Boston Public Schools."

COL. MOORE, *of the Military Drill*, writes as follows: —

"JUNE 23d, 1873.

REV. R. C. WATERSTON: —

Dear Sir, — Understanding that it has been intimated in the School Board that there was a feeling of hostility existing towards the head-master of the High School by nearly all the teachers, I desire to say that such is not so in my own case, and I take pleasure in saying that my associations with Mr. Cumston have been of the most pleasant nature, and that he has rendered me his hearty co-operation at all times in the performance of my duties. I would also say that this part of the instruction has been most satisfactory, and I am glad to add my support to Mr. Cumston's efficiency and success in the high trust he so ably holds.

I have the honor to be very respectfully your ob't serv't,

HOBART MOORE,

Teacher of Military Drill."

LETTER FROM MR. HITCHINGS,

Teacher of Drawing in the English High School.

"DEDHAM, June 23d, 1873.

REV. R. C. WATERSTON: —

Dear Sir, — As Mr. Cumston's actions as Principal of the English High School are under investigation in the School Board, and as the "Special Teachers" in that school have been referred to at a meeting of said Board, I wish to say to you as an old friend, that my experience with Mr. C., in said school, has been of a thoroughly satisfactory kind.

He has always aided me in carrying on my special work, and has given me his help and support at all times and in every desirable way.

Very truly, yours,

H. HITCHINGS,

Special Teacher, English High School."

Added to the preceding, the following paper was received by the Committee on the English High School, in reference to the discipline of the school. This was written and signed after the order introduced into the Board, Feb. 1873 : —

CIRCULAR.

"The undersigned cheerfully bear witness that the influence of our head-master, Mr. Cumston, has always been in favor of mild measures of discipline, and that both before and since the promulgation of the order of the School Committee relative to corporal punishment, he has endeavored constantly to prevent any resort to it on our part."

Signed,

L. W. ANDERSON.	J. O. NORRIS.
L. H. BUCKINGHAM.	JOHN F. CASEY.
L. HALL GRANDGENT.	A. G. WHITMAN.
ROBERT EDW. BABSON.	C. H. CUMSTON.
CHARLES O. WHITMAN.	J. P. BROWN.
CHARLES B. TRAVIS.	ALBERT HALE.
JOSEPH W. KEENE.	C. J. LINCOLN.

Conclusion.

These expressions of confidence and affection are a few among many evidences which go to prove the estimate in which Mr. Cumston is held by his associate teachers. Under the circumstances which have called forth these testimonies, they have a peculiar value, and show that the conviction of Mr. Cumston's fitness for his position remains unshaken in the minds of able, conscientious, and clear-sighted men.

I will say that during ten years I have never, in a single instance, received a note or letter making any complaint

whatever of Mr. Cumston's manner, discipline, or conduct, neither within the school or out of the school; unless I should except one note from Mr. Woolson, whose brief and incidental criticism was more than balanced by approval and commendation which he had expressed elsewhere.

And not a single pupil or past graduate has even once complained to me of neglect of duty on the part of Mr. Cumtson, or of severity of discipline; or made any complaint whatever, — while hundreds have expressed their satisfaction, respect, affection, and approval.

Among the letters I have received, not one has been other than in harmony with those here presented.

These various letters, coming from such different sources: past graduates; young and old; merchants, students, and professional men; men some of whom are in high positions, and worthy of all honor, together with teachers who have had long experience, and who are intimately identified with the best welfare of the High School, — all these are herewith placed at the disposal of the School Board, with the earnest hope that they may receive candid consideration.

Very respectfully,

R. C. WATERSTON.

THE

COMMENCEMENT,

PROGRESS AND RESULTS

OF

SYSTEMATIC INSTRUCTION IN MUSIC

IN THE

PRIMARY SCHOOLS

OF

BOSTON.

BOSTON:
PRINTED BY J. F. LOUGHLIN, 36 WINTER STREET.
1874.

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MUSIC IN THE BOSTON PRIMARY SCHOOLS.

The purpose of these pages is to present, in compact and connected form, for convenience of present and future reference, such passages as occur from year to year in the official reports made in the Boston School Committee, relating to the commencement and progress of Systematic Instruction in Music in the Primary Schools of the City. The reports from which they are taken, cover a period of ten years, and those portions of them relating to this subject-matter, scattered through that number of volumes, contain in themselves a sufficiently detailed statement of what has been done, the results which have been attained, and by what means and agencies they have come about. Members of the Board, whose periods of service embrace those years, are doubtless familiar with the history of the facts sought to be here recorded. To a larger number of the members, and to the general reader, much, if not most, of the matter herein contained will be new; and it is believed that a connected narrative and compilation in the form proposed, is of such general interest and importance, as to justify the required labor and research.

The Standing Committee on Music was established in 1857, as a part of the organization of the Boston School Committee, from which time this department of instruction in the public schools received a degree of attention, and was gradually reduced to a system, never before attempted or even dreamed of. Under the direction of the accomplished,

zealous, and efficient chairman of that Committee, Dr. J. B. Upham, aided by the faithful co-operation of his associate members, and the generous and liberal support of the General Board, wonderful progress was made, and results have been accomplished which have long been the pride of our people, and have given Boston a most decided pre-eminence in this department of public instruction.

In the Annual School Report of the year 1864 it is stated that, in 1857, by a regulation of the Board, singing was made a part of the opening and closing exercises of every session of the primary schools; and it was provided that such time be devoted to instruction in music in each school as the sub-committee of the district might deem expedient. "Practically, however, very little was accomplished in this direction, owing to the want of some well concerted plan of action, which was increased by the lack of the requisite knowledge, in too many instances, on the part of the teachers on whom the responsibility of this branch of instruction was made to rest. The Music Committee became soon aware of this practical difficulty in the case, and of the need of a more thorough and efficient mode of primary teaching in this branch of study."

It is stated in the report of the Committee on Music, under date of March 13, 1864, that, "if Music, as a branch of study, is ever to attain to the excellence which has justly given *éclat* to our school system in most of its departments, it should begin where all other elementary teaching does, — in the primary schools." As had been done in previous years, that committee this year again urged upon the attention of the School Board, the plan of employing a special teacher of Music for the primary department; and it appears probable that the plan would have been before adopted, if a teacher could have been found in every way competent to assume a post of such responsibility and importance. In accordance with a recommendation made by the Committee

in the report above referred to, an order was adopted in the spring of 1864, establishing the office of Instructor of Music in the Primary Schools. The Committee selected Mr. Luther W. Mason of Cincinnati, "a gentleman of large experience in the teaching of children in this specialty." "No action," the Committee say in their next semi-annual report, Sept. 13, 1864, "since the first introduction of Music, as a branch of common education, into our schools, has ever been taken by this Board, which, in the minds of your Committee, gives promise of more essential and enduring progress in this specialty of instruction."

In the annual report of that year, again, in referring to Mr. Mason's appointment, we find the following: "Much may reasonably be hoped for from this beginning, — for beginning it really is, — in the proper and systematic study of so interesting a branch of our educational system; and we look for its influence, in a marked degree, upon other than musical acquirements merely. It will tend, as we believe, more than any one measure as yet adopted in our public schools, to eradicate that soulless primary-school tone, which has passed into a proverb; to correct the prevailing habit of inadequate and defective utterance; and to lay the foundation for the acquirement of that MELODY OF SPEECH, the lack of which has been justly regarded as our national characteristic."

Mr. Mason entered upon his official duties in the Boston schools, with the advantage of fourteen years' experience in the public schools of the United States, and having had marked success in similar positions in other cities. The Primary Schools then numbered two hundred and fifty-three, and the field of labor spread out before him was immense. His task was surrounded with difficulties, owing to the extent of the ground necessary to be gone over, and the general want of musical culture in the teachers, above referred to.

On this particular point, and to show the actual condition of this branch of education in the Primary Schools, we quote from a report made May 17, 1864, by the Committee on Salaries, to whom the order establishing the office of teacher in this department was referred. This Committee made a most careful and elaborate investigation into the subject and the existing condition of this branch in the schools, and we find in their report, that, "notwithstanding the rule of the Board" (above referred to), "forty-nine teachers in the primary schools cannot sing, and one hundred and three cannot read at sight a plain psalm-tune; hence with this large number, the spirit of the rule is a dead letter." "At the present time, instead of twice each session, as the rules require, in some schools there is singing only once in two to four weeks; while in others it forms a part of the exercises from six to eight times a day. In some schools the musical exercises consist mostly in singing the common songs of the streets or negro melodies." In some schools no singing at all was reported.

We defer to another page allusion to the details of the methods of instruction adopted and folowed by Mr. Mason in his new work. His duties and labors, however, were greatly lightened by the hearty co-operation of the chairman and members of the Committee on Music, and the Superintendent of Schools, Mr. Philbrick. A programme of instruction was adopted, which is found in the report of 1865; and in the same report are found the opinion and judgment of the Committee on Music and of the Superintendent of Schools, as to the work done, the progress made, and the results attained in the first year of the new system. The Committee on Music say in their report, —

"In the *Primary Schools*, in accordance with the important action of the Board in June 1864, appointing a special instructor of music for these schools, musical instruction is now given to nearly all the pupils, under the direction and supervision of Mr. Mason, who devotes the

whole of his time during school hours to this specialty; giving, personally, such instruction as he can to the scholars, and demonstrating at the same time his plan and method of instruction to the teachers, who have thus, in many instances, become qualified, in a short space of time, to carry on his system successfully. And so, as rapidly as possible, he is extending the benefits of such instruction throughout the whole Primary Department. Although it is now only about a year since Mr. Mason began his work in the Primary Schools, he has, up to this time, established his system in about 180 out of 250 schools of this department, and, with the aid and co-operation of the teachers, will soon complete the list.

"In commencing this instruction in the Primary Schools, certain portions of the city were selected as points of departure, so to speak, where the personal attention of Mr. Mason has been more particularly given, in order fully to develop the plan and legitimate results of such teaching; and in the selection of these points the Committee have recommended that the city, in its different sections, be, as nearly as possible, impartially represented. Hence the group of Primary Schools in Poplar Street, that in Rutland Street, that in the Adams District in East Boston, and the Bigelow District in South Boston, have been selected. To these schools the members of this Board, as well as the teachers of the district, and such of the parents as are interested in this specialty of instruction have been from time to time invited, and the opportunity thus offered for information has, we are happy to say, been freely availed of. We believe it is the unanimous testimony of all the teachers in the Primary Schools where Mr. Mason has had opportunity to carry out his plan of instruction, that its influence has proved most salutary. In no instance, indeed, so far as we are aware, would the effect thus produced upon the general discipline of the school be willingly given up. To keep alive this interest among the teachers, and, at the same time, most effectually to extend their ability to co-operate with Mr. Mason in the instruction of their pupils in music, it is earnestly recommended that a time be set apart, of at least one half day in each school term, when all the Primary teachers of the district can meet the instructor in music, for special training in his department of teaching." —(pp. 198–200.)

Superintendent Philbrick's report has the following passages: —

"If there ever was a man fitted by nature and education for a particular function, Mr. Mason is fitted for this, and with proper co-operation and support, he will produce results equally surprising and satisfactory. His handling of young children in his teaching is a model

for every teacher to imitate. It will take three or four years to develop in all our schools the result at which he aims. The rapidity of his progress, however, will depend, to a very great extent, upon the heartiness and zeal with which the teachers enter into his plans. The beginning which has been made promises well.

"It is not expected, of course, that one teacher, however capable, will be able to do all the teaching required in this department. The plan of the Committee does not contemplate the achievement of any such impossibility. What they propose is —

"1. That this special instructor shall give thorough training to a few schools in different sections of the city, to serve as model or normal schools in this department.

"2. That he shall teach all the teachers how to instruct their pupils in vocal music on his system.

"3. That he shall visit all the schools, to give advice and assistance when needed, and to illustrate his method by the occasional teaching of classes.

"Enough has already been done to prove the practicability of this plan, and I have entire confidence in its ultimate success."—(p. 132.)

In the reports of 1865 and 1866, the nature and character of Mr. Mason's instructions were pointed out; the extent of the field to be gone over and of the work to be accomplished was referred to; and it became soon apparent, upon trial, that it was an impossibility for the teacher to give efficient instruction, in person, in so many schools. Under the direction and with the approval of the Committee on Music, — with the approval, also, of the Superintendent, — and from the necessity of the case, the duties and office of the teacher became gradually more those of director of music in the schools under his charge, and his time and services were devoted, to a great extent, to giving normal instruction to the teachers, in showing them *how to teach*, and in superintending the workings of this department of instruction, giving such time and attention as he was able to personal teaching of the children. The reports of 1866 and following years, more particularly allude to this.

The superintendent, in his report of 1866, speaks in high terms of Mr. Mason's work. He says, —

"Too much cannot be said in praise of what Mr. Mason is doing in teaching vocal music in these schools. Wherever he goes, he furnishes, in his handling of classes, an admirable model for the imitation of teachers, so that his influence is not by any means confined to musical instruction. I find in him a most efficient assistant in carrying out my ideas of primary-school instruction and management."—(p. 205.)

Mr. John S. Dwight, the Editor of the *Journal of Music*, speaks in that year of the result of Mr. Mason's work as follows, as cited in Mr. Philbrick's report:—

"The result was certainly in the highest degree encouraging. Here was a true method embodied in a living man, one who has the gift for teaching just this thing; one who not only completely engages the attentive interest of these young children, in the rudiments of song and of notation, draws out their fresh and pleasant voices, makes them delight in unison and even concord, inspires them with a love of rhythm and of order, and so prepares them for further musical culture, or at least interest in music, as they grow older, but who enlists all their daily teachers as auxiliaries in this good work, inspiring the mistress in each school room with his own method, so that she can conduct the exercises in the intervals of his visits."—(p. 206.)

The reports of the Committee on Music of that year,—Dr. J. B. Upham, Chairman,—are enthusiastic in their approval of Mr. Mason's work. This year piano-fortes were introduced in the Primary Schools, by a liberal grant made by the Board on the recommendation of the Committee on Music. In the report of this Committee dated June 12, 1866, Dr. Upham says,—

"*In the Primary Schools*, under the supervision of Mr. Mason, the plan of musical instruction is also rapidly developing and assuming a practicable form and shape. It already includes upwards of two hundred of the schools of this grade, and is being extended throughout the whole department. It has secured, to a gratifying extent, the aid and co-operation of the teachers, who now perceive and acknowledge its salutary influence upon the general character of their schools. The Music charts have been furnished to the various rooms as fast as circumstances have seemed to warrant." — (p. 238.)

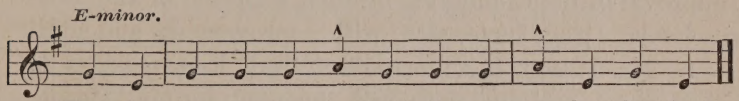
The report of the same Committee, dated Sept. 11, 1866, dwells at length on the manner and method of musical instruction in the Primary Schools, to which the utmost importance was attached, as the foundation and only promise of satisfactory results in this department of common-school teaching in the more advanced classes. The whole report is very interesting. The full programme of study for the year is given, and we cite the following very commendatory passages: —

"In the *Primary Schools*, under the faithful and intelligent supervision of Mr. Mason, the plan of a more thorough and comprehensive instruction in music is now for the most part permanently established, and is already showing forth its beautiful results." — (p. 242.)

"Of course it has not been possible for the music teacher to give his personal attendance every day of every week, in each of the two hundred and fifty schools of this grade. Nor, indeed, has it been practicable or expedient for him to visit some of the remotest of them more than once or twice during the year, if at all. During the greater part of his time his efforts have been concentrated mainly upon certain groups of schools, — four, five, or six, or more in the different districts, dividing his time as nearly as possible equally and impartially among the various portions of the city, — and, as fast as the teachers of the schools visited become interested themselves in the subject, and their capacity for this teaching demonstrated, leaving them to carry on their work, with an occasional visit for inspection or counsel, — himself passing on to other groups of schools to set in motion the same train. In many instances the regular teachers have caught up, with remarkable aptitude and facility, the method of the master, and his genius for teaching and for interesting children — and this by no means among those teachers exclusively who are what is called *musical* themselves, — the aptitude to teach, successfully and intelligently, the first rudiments of the art, being found among those who are most earnest, and most conscientious and apt in communicating a knowledge of all the other branches of school instruction committed to their care." — (p. 244.)

"Among the most important of the immediate results of such teaching, in those schools where the regular teachers have resolutely and faithfully given the due quota of time and attention to the programme of musical instruction, — a result not unlooked for, and one to which

the attention of the Board has been called in anticipation in the previous Reports of this Committee, — is the gradual but sure eradication of the prevailing sing-song '*primary-school tone*,' as it has been called.' The extent to which such habits of listless and unmeaning sing-song utterance prevail in some of our own schools of this grade, even at the present day, pervading every performance in reading, in spelling, and in recitation, may be exemplified in the following illustrations, taken at random, and noted down on the spot in certain schools, which shall be, for the present, nameless. In spelling, take, for example, the word *thunder*. It is given out by the teacher; the pupils pronounce it after her, and proceed to spell it after the following fashion: —



"Thun-der, t, h, u, n, thun, d, e, r, der, thun-der."

"The *tempo* depends upon the peculiar temperament of the teacher; it is generally rather dragging and heavy, and the strain being in the minor key, the most energetic teacher, without the aid of musical training, cannot long resist its influence. Of measure, there is none." * — (p. 247.)

"In some of the school districts, the Music Teacher has, at the request of the Chairman of the District Committee, met the teachers as a body on some half day in each month for the purpose of normal instruction in his specialty; and some such plan, if generally adopted throughout the city, would, in the minds of your Committee, prove of great service. To the same end, the teachers have been encouraged to visit such schools as have shown the greatest proficiency in their musical exercises, in order to observe and acquire the method of instruction. All this is well, and it might, perhaps, be better if some still more efficient general plan of normal teaching should be devised, a conscientious attendance upon which should be required of all teachers." — (p, 251.)

In the reports of the Committee on Music for 1867, it was stated that the system inaugurated by Mr. Mason had progressed most favorably; and through the experience already gained, it became possible to arrange, divide, and occupy the time of the teacher to the greatest advantage. The pro-

* For further examples, see pp. 248–249 Report of 1866.

grammes, carefully prepared for this purpose, are appended to the report, and they were adhered to as far as possible. It will be seen, by reference to the reports and orders of the Board, that provision was made for a general introduction of books of musical instruction; and it may not be out of place here to state, that the text books used in the primary classes were prepared by Mr. Mason, — translated and adapted by him from the best German books in use, with much original matter added, — and they received the stamp of approval of the Committee by their adoption in the Boston schools. They have, also, with improvements and additions by Mr. Mason, together with the well known series of musical charts, original with and invented by Mr. Mason, for elementary teaching, been extensively adopted into use in the public schools of the United States.

EXTRACTS FROM THE REPORTS OF 1867.

From report of Committee on Music of March 19, 1867 :—

"In the *Primary Schools*, the plan of instruction adopted two or three years since, under the able and efficient direction of Mr. Mason, has been followed up and extended until it has brought within its scope nearly all the schools of this grade. The teachers, very many of them, having now become adepts in the teaching of this specialty, the special instructor in music has found time to give his attention more particularly to those schools which hitherto, from their locality or otherwise, have proved less favorable for the development of musical studies. In consultation with Mr. Mason, the Committee have arranged a programme for the regular division of his time among the several School Districts, so that, henceforth, each and every one of the schools of this grade ought to share equally in the benefits of his personal supervision and instruction." — (p. 153.)

From the report of the same Committee, of Dec. 10, 1867, we find that the plan of *normal* instruction, as one of the most important functions of Mr. Mason's office, had become

prominent, and arrangements were made to carry it fully into practice.

"In the 'Training Department' of this school (Girls' High and Normal), as heretofore, Normal Instruction in the art of teaching music, illustrated by lessons to the Primary pupils, is given by Mr. Mason, — one and one-half hours each week *(out of school hours)*, viz, on Fridays, from 12 to 1 1-2 o'clock, being devoted to such instruction. Both teachers and pupils join cheerfully and heartily in the work." — (p. 158.)

"In the *Primary Schools*, under the working of the Rule making it the duty of each teacher to devote at least ten minutes in each session to regular instruction in music, more satisfactory progress is being made than ever before. The Committee are compelled to state, however, that there are yet some schools in which, notwithstanding this direct obligation on the part of the teacher, no real instruction in music, or next to none is given. This results in part from the difficulty which has often been mentioned in these Reports, viz: the impossibility, in the nature of the case, for the music teacher to give his personal attendance on every day of every week in each of the two hundred and fifty schools of this grade; and the regular teacher has in some cases, made this absence an excuse for neglecting her part of the duty. Two projects have been matured which, if properly carried into effect, should annul all plausibility in such excuses for the future.

"1st, The establishment of a time table giving the services of Mr. Mason on a specified day to each of the School Districts throughout the city, — when, on consultation with the Master of the District, he will give his personal supervision at such points as will be found most to require his attention."

"2d, The institution of a Normal Class for instruction in music, which shall be open to all the teachers of the Primary Schools throughout the city." — (p. 161.)

Superintendent Philbrick says in his reports for the same year, that the well directed efforts of the accomplished teacher, who had been placed in charge of instruction in vocal music in the Primary Schools, had already produced very satisfactory results (p. 181). In his second report of the same year (p. 207), he says, in reference to this department in the primaries, "Still there are some teachers who

do not yet fully understand that this branch is to be mainly taught by *themselves*, with the needed assistance from Mr. Mason, and not by Mr. Mason alone," thus showing that the *normal* function of Mr. Mason's office was uppermost in his mind.

REPORTS IN 1868.

The report of the Committee on Music reviews the system which had worked so well the last four years, and recommends its extension into the lower classes of the Grammar Schools, by the appointment of a supervisor or director of musical instruction of these lower classes, in like manner with the provision previously made for the primaries, and so to continue up the system happily inaugurated.

It is to be observed, that, in 1868, there was a large addition to the number of Primary Schools, from the annexation of Roxbury, making the whole number three hundred and nine, proportionately extending the field of work, and adding largely to the labors of the director of musical instruction.

"In June, 1864, Mr. Mason received his appointment, and in September of that year he entered upon his work. In due course three years must elapse before the fruits of this primary instruction could appear in the lowest grades of the Grammar classes. Three years subsequently, therefore (in the autumn of 1867), an extensive examination was made in these lower grades of the Grammar Department, with a view more especially of witnessing the effect of the progressive instruction in music in the Primary Schools. The result was gratifying and surprising. Making due allowance for the deficiencies, which could not but be expected in so large a field under the supervision of a single teacher, the legitimate effects of this systematic and general instruction among the Primaries were almost everywhere apparent."— (p. 73.)

"During the past year, classes for Normal instruction have been formed, in which the teachers of the Primary Schools under Mr. Mason, and of the Grammar Schools under the joint instruction of Mr. Eichberg and Mr. Sharland, have had opportunity to learn to teach what

is required of them in music, and very many, we are happy to say, have availed themselves of the opportunities thus afforded. It is the hope of the Music Committee again to establish such Normal classes under the direction of the several special teachers of music." — (p. 78.)

THE MUSICAL EXHIBITION.

In 1869, for the first time, a public exhibition was held at the Music Hall, to show the progress and results of musical education in the Primary Schools, under the supervision of Mr. Mason. It was considered by the best judges to be as remarkable and interesting as the musical exhibition given by the High and Grammar Schools. The full programme of the performances is given in the reports of the year. In the report of the Committee on Music, of Sept. 14, 1869, are found the following passages: —

"The second regular Musical Exhibition of the Public Schools of the city of Boston took place under the direction of the Standing Commitee on Music, in the Music Hall, on Wednesday, May 19, 1869, in accordance with the requirements of the Rules and Regulations of the School Committee.

"On the morning of that day, the pupils of the Primary Schools, to the number of one thousand, occupied the chorus seats on the vast platform, for the first time in the history of the Boston Schools. These pupils, ranging in age from five to eight years, were selected from the Primary Schools in various parts of the city. They were conducted to the Hall, without accident or harm, under the guidance of their teachers, and marshaled upon the stage with the order and discipline of veterans. The exercises began punctually at the hour announced, under the conductorship of Mr. Mason, and occupied just an hour and fifteen minutes in their performance." — (p. 145.)

"The result of this exhibition afforded great gratification to the vast audience which crowded the auditorium of the Hall, and was a satisfying evidence of the vitality of this branch of instruction in our Primary Schools." — (p. 148.)

In a notice of the musical performances of the children of the public schools at the great Peace Jubilee of 1869,

written by Mr. Henry Watson, editor of the New York *Art Journal*, occurs the following, which is quoted in the same report: —

"We do not propose to go through the programme in detail, but will state simply that the exhibition of the children reflected the highest credit upon the system of instruction pursued in the Boston Public Schools and upon the teachers employed. The ground work, by far the most difficult and responsible department, for it involves the rudiments and the first steps in sight singing, is imparted by Mr. L. W. Mason, who seems to have a genius, a special gift of conveying knowledge to children of the tenderest age. His system cannot be written; it is purely oral, and owes its chief power and efficacy to the magnetism of the man and the countless illustrations and familiar similes by which he elucidates his principles. We have seen his work, and can bear testimony to his entire devotion and faithfulness, and to his wonderful teaching capacity." — (p. 156.)

NORMAL WORK.

In the Superintendent's report of this year, on page 174, occurs the following passage, showing the effects of normal work: —

"*Vocal Music* is making good progress. The teachers in the Highlands District deserve special commendation for what they have done in this branch. With little direct assistance from the special teacher in this branch, except what they have received at the meetings of teachers held by him at the Girls' High and Normal School Hall, they have well nigh brought their schools, within a year, up to the average standard attained by the schools in the city proper as the result of several years of effort."

EXTRACT FROM MR. MASON'S REPORT.

"The following is taken from Mr. Mason's report to the Committee in reference to the operation of the department under his care during the last six months: 'The teachers are working up to the programme better than at any previous time. The success of the regular teachers in carrying on the musical instruction depends more upon their *will* than upon any want of ability. The meetings of the teachers for Nor-

mal instruction, in accordance with the table given, during the last half of the last school year were very beneficial. Without these meetings I could not have secured that uniformity of instruction and of practice which is so desirable.' "— (p. 143.)

THE SECOND EXHIBITION.

In 1870, on the eighth day of June, the second and last musical exhibition of the pupils of the Primary Schools took place at the Music Hall, under the direction of Mr. Mason. "About one thousand children, varying in age from five to eight years, were marshaled to their places on the platform, and performed their parts with admirable precision, accuracy, and good taste" (1870, rep., p. 131). The programme of their performances is appended to the report.

FROM MR. PHILBRICK'S REPORT, 1870.

In reporting upon the Primary Schools, which this year numbered three hundred and twenty-three, Mr. Philbrick says, —

"The singing is better and better every year. Very important facilities for musical instruction in these schools have recently been furnished by Mr. Mason, in preparing two admirable little books, '*The National Music Teacher: a Practical Guide in Teaching Vocal Music and Sight-singing to the younger Pupils in Schools and Families*,' and the '*First Music Reader*.' All the pupils now begin to learn to sing at the same time that they begin to learn to read. It is very evident that good instruction in singing has helped to improve the instruction in reading. Good reading in these schools is not quite universal, but is now very general. The old-fashioned, monotonous, harsh drawling, and the senseless sing-song, are getting to be quite rare. We shall not regret when they are gone to take their places with the 'lost arts.' "—(p. 192.)

In the New York *Musical Gazette* for July 1871, occur the following complimentary remarks upon the system of musical instruction in our public schools, by one eminently

qualified to judge, Mr. Theodore F. Seward, editor of that journal. His observations were made at the time of the session of the National Musical Congress in Boston, in June of that year. He says, —

"The system of musical instruction in the public schools of Boston, has long been held up to the world as a model. The world, or at least that part of it included in the Eastern and Middle States, has accepted it as such. When the process of development in any town or city has reached the point at which the introduction of music into the schools was resolved upon, the thoughts of the community have turned at once to Boston, as furnishing the example of all others most worthy of imitation."

* * * * * * *

"The forenoon of the second day of the Congress was devoted entirely to the schools. The delegates visited representative schools of four different grades, as indicated to them by the Music Committee, Mr. Underwood, a member of the Committee, accompanying them. The first illustration was of the method pursued in the Primary Schools, given by the Supervisor of that department, Mr. L. W. Mason. Mr. Mason stated that the first six months was mostly given to the cultivation of the ear and voice, and the practice of rote singing. We were greatly pleased to observe the careful treatment of the tender voices of the children. The contrast with the ruinous shouting and screaming so often heard in the infant rooms was most agreeable. During the last half of the year the pupils are taken through the simplest principles of notation. These principles seem to be thoroughly taught, and a solid foundation is laid for future progress."

METHODS OF TEACHING.

The report of the Committee on Music, of Dec. 12, 1871, in a general summary of the condition of that departmen of instruction, gives somewhat in detail the method of teaching in the Primary Schools.

"The first attempt of the teacher is to gain the attention of the children by singing to them some easy melodic phrase within the range adapted to their voices, and asking them to repeat it after him,— to imitate the sounds he has given them in their proper order. This, after a few trials, the majority of the class will do. Some ten or fif-

teen minutes are spent in this way, and they have taken their first lesson in music. It is purely a matter of rote singing, of the easiest and simplest kind. The interest of the children is excited, their attention aroused, their appreciation of musical sounds for the first time perhaps awakened. A few lessons are given in this way at the outset.

"But true rote singing, as Mr. Mason has happily expressed it, is 'a very different thing from the ordinary "hap-hazard" singing we too often find in our Sunday schools, and in common schools where no regular instruction in music is given.' It is an appeal to the imitative faculty, which young children possess in so great a degree of perfection; and hence the greatest care should be taken that the example be a proper model for imitation as regards method and style, and purity and correctness of tone, even in the utterance of the simplest musical phrase. These preliminary rote lessons should therefore be given, when possible, by the professional teacher himself. And they must needs be few and not long continued. Even at this early stage in the musical instruction, great attention is given to the formation of a proper quality of voice. The difference between a good and bad quality is illustrated by examples. The child is called upon to use a smooth and pleasant intonation in speaking, in reading, in recitation, and in singing. Above all, he is taught to avoid a noisy use of the voice.

"As preliminary to the exercise of the voice in singing — and it applies to reading as well — the young children are trained in the following points: —

1. A proper position of the body.
2. The right management of the breath.
3. A good quality of utterance, as just mentioned.
4. The correct sound of the vowels.
5. A good articulation.
6. An intelligent expression of the sense.

"Care, too, is to be taken in the singing exercises of young children, that a too great compass be not attempted. The child is allowed to sing only in the middle register, or where he makes the tones with the least effort. Commencing our instruction with the rote singing, as already stated, the first six sounds of the G scale are only attempted at the outset. Even within this limited range many of the best juvenile songs may be found. After the voice has been well practiced in this compass, it may be extended upward and downward to a judicious extent, taking care *not to strain* the voice in the least degree.

"The pitch and compass of the voice having thus been attended to, musical phrases of easy rhythmical structure are next taught in double and in triple time, the rote method still being used. Various devices are resorted to to attract and keep the attention of the child to the lesson (*i. e.*, marking the movement by a curve upon the black-board, holding up the hand and pointing out the motives, sections and phrases upon the fingers in turn, etc., etc.). At this stage, musical notation, in its simplest form, is begun. The teacher explains, — gives examples which the pupil is required to imitate. With all these, practical exercises upon the sounds of the scale are intermingled.

"In the second year of primary instruction, the pupil is taught to know the different kinds of notes and rests, to understand the nature of quadruple and sextuple time, and the manner of beating the same, the accentuation, as applied to music, etc. He is also mildly indoctrinated into the mysteries of the chromatic scale, so far as the simple change from the natural into the keys of G and F major is concerned.

"In the third and last year of primary instruction he is taught to describe by its intervals the major diatonic scale, etc." — (p. 279.)

The programmes of elementary instruction, which appear from time to time in the series of reports cited, and more especially, in the report of the Committee on Music of Dec. 10, 1872, together with the series of musical charts and readers prepared by Mr. Mason, and introduced in the public schools, and now generally used throughout the United States, may be referred to for a more complete view and understanding of the methods pursued, in all their details.*

In the report last referred to, occur the following passages, with which this review is brought to a close :—

"It may be proper to refer here to the fact that since the organization of the present force of special musical instructors, the number of Primary Schools has greatly increased, and their field of operations, by annexation and otherwise, been greatly extended. Of course, under this condition of things, the duty of the Musical Director in this de-

* Mr. Mason's Method of Teaching Music, as illustrated in his Charts and Books, was awarded the high distinction of the Medal of Merit by the International Jury of the World's Exposition at Vienna, in 1873.

partment can only be supervisory. The time has come when the question of providing him with duly qualified assistants ought to be taken into serious consideration. During a considerable portion of the past year Mr. Mason has been assisted in his active work by his two daughters, who have laboriously and faithfully rendered their aid, and that without compensation from the city." * — (p. 281.)

NORMAL SCHOOL INSTRUCTION.

"In the *Normal School*, a thorough course of instruction is given by Mr. Mason, the object of which is to enable the young ladies of that institution to understand and to teach the elements of music in their turn. One hour each week is devoted to such teaching. The lessons are given on Fridays, from one till two o'clock P.M. *(out of school-hours)*, and, we venture to add, are among the most interesting and useful of all the musical exercises given in the schools." — (p, 299.)

CLOSING SUMMARY.

"The development and growth of the musical instruction in the Boston Public Schools has been a matter of time. It is now more than forty years since the first attempts were made towards the introduction of music as a branch of common-school education in this city. It was several years after the first agitation of the subject before it existed as a recognized department of study. In 1857 the School Board appointed a Standing Committee on Music, to whom was delegated the especial care of this branch of instruction. But even then, and for several years afterwards, the teaching was mainly confined to the two upper classes of the Grammar, and to the Girls' High and Normal Schools. It was not till July, 1864, that a special instructor in music was furnished for the Primary Schools; only in 1868 was the further step taken of providing a special instructor for the lower classes of the Grammar Schools; and not until the present year has the chain of progressive instruction been completed, by the formal establishment of music, as a recognized branch of study in all the High Schools of the city.

"By such slow and gradual steps has this branch of public instruction arrived at its present stage of existence. That it is yet imperfect in many respects, none are so conscious as those whose duty it has been in all these years to watch over and guide its hesitating and painful

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* The time given by Mr. Mason's daughters, during the year referred to, amounted to one hundred and thirty half days by one, and eighty-one half days by the other.

progress. But, for the simplicity of its plan, for thoroughness of teaching, for good adaptation of means to the end, for abundant and legitimate results, combined with a careful economy of administration, we venture to claim for it, even now, a place beside the best-tried systems of public musical education." — (p. 300.)

MR. MASON AS DIRECTOR.

The office of teacher and director of this department in the Primary Schools, has, from its commencement, been filled by Mr. Mason; and most, if not all, the books, and all the charts used in this department, and in the lower classes of the Grammar Schools, were prepared by him. The extent and difficulties of the work undertaken and carried on thus far by him are fully recognized and acknowledged in the preceding pages. It is not possible, and never has been, neither has it been necessary, to give his time evenly to every district and school; but every one has received that attention which its needs required. It has not been possible to satisfy every person; and if complaints or misunderstandings have arisen, he refers to the official records for his vindication. And if ever he has given apparent cause of complaint, or if, under a sense of the injustice or groundlessness of complaints, he has given offence to any one, he sincerely regrets it. His work is more difficult and extended than that of any other special teacher in this department. *Whatever arrangement, assignment, or division of his time and work has been made, has been done by the direction and with the approval of the Committee on Music*, to whom he is immediately responsible, and with whom and the Superintendent, he has always consulted.

So far from neglecting any part of his duties, or any of the schools under his charge, Mr. Mason can show, that, for years past, besides his duties under the regulations, he has spent, on an average, from three to four hours a week in giving instruction, normal and otherwise, in the schools and

to the teachers, *out of school hours*. Scarcely a week passes but that some teacher in his schools (generally the new teachers), comes to his house, out of school hours, for special instruction in her duties. In addition to the time thus freely given by himself, outside of his required duties, he calls attention to the aid rendered him in his department by his daughters, previously referred to, and continued by them to the present time. It has frequently happened that Mr. Mason and his daughters have been occupied at the same time, in the same building or district, in accomplishing the work found, at times, impossible for one to go over.

CONCLUSION.

The present high standard of musical education in the Boston schools has been reached by a slow and gradual process. In the inception of the system, instruction was given only in the higher classes of the Grammar Schools, and in the Girls' High and Normal School. It was not until years after, as is shown by the above extracts, that authority was given by the School Board to the Committee on Music to extend this branch of education to the Primaries and the lower classes of the Grammar Schools. They were thus enabled to organize a progressive and comprehensive plan, commencing with children of the tenderest age, and requiring several years' time, as well as constant devotion and supervision on the part of the committee and the teachers and directors, to develop to its highest results.

To the efforts and influence of Dr. J. B. Upham, for many years chairman of the Committee on Music; to his early perception and appreciation of the benefits of such instruction, in all its bearings in our course of common-school education; to the earnest, laborious, and constant attention

given by him in the perfecting and carrying out of the system in all its details; and his valuable advice and counsel freely and at all times ready; together with the constant co-operation of a strong and able Committee, — this high measure of success is largely owing.

SCHOOL COMMITTEE.

OPINIONS

OF THE

CITY SOLICITOR,

MARCH 10, 1874.

BOSTON:
PRESS OF ROCKWELL & CHURCHILL,
122 WASHINGTON STREET.
1874.

In School Committee, March 10, 1874.

Read, laid upon the table, and ordered to be printed.

Attest:

BARNARD CAPEN,
Secretary.

CITY OF BOSTON.

City Solicitor's Office, 2 Pemberton Square,
Boston, March 9th, 1874.

Sir: Having duly considered the question proposed to me by an order of the School Committee passed on the 10th ult., in regard to filling the vacancies in the Board of School Committee, caused by the decision of the Board that the ladies claiming seats therein could not legally hold them, permit me to say that, in my judgment, those vacancies may be filled by the Board of Aldermen and the School Committee, in the manner provided by the General Statutes, Chapter 38, Section 17. The provisions of this section are broad enough to include vacancies like those now under consideration.

Very respectfully,
Your obedient servant,
J. P. HEALY.

To Hon. Samuel C. Cobb,
President of the School Committee.

City Solicitor's Office, 2 Pemberton Square,
Boston, March 10th, 1874.

Sir: In reply to the request of the School Committee for my opinion upon the question, "Whether, in view of the recent decision of the Supreme Court with regard to the right of women to hold a seat on a School Board, the City

Charter or the Statutes of the Commonwealth prevent women from serving on this Board," I beg leave to state that the opinion recently given by the Supreme Court to the House of Representatives does not change or modify my opinion, as expressed to the School Committee of last year, that women cannot be legally elected to, or perform the duties of, the office of School Committee. The exposition by the Court of the constitutional aspect of the case is in accord with the view of it I had previously taken and many times expressed, as some of your Board know. If the inference was drawn that I supposed there was a constitutional barrier in the way because I referred to the opinion of the Court on the right of women to hold the office of justice of the peace, and the opinion adverse to that right was founded in part upon constitutional objections, my purpose was misunderstood. The reference was made simply for the rule of interpretation involved. The Court there, in substance, say that while the Constitution provides for the appointment of justices of the peace, and does not in terms exclude women from the appointment, nevertheless, they are ineligible to it, because "the law of Massachusetts at the time of the adoption of the Constitution, the whole frame and purport of the instrument itself, and the universal understanding and unbroken practical construction for the greater part of a century afterwards, all support this conclusion and are inconsistent with any other."

My opinion was and is that the same rule of interpretation should be applied to the statutes, which include the city charter.

If provision is made that a *person* shall be selected to fill an office, there is no obvious reason for saying that one description of person is intended if the provision is made by the Constitution, and another description of person if the provision is made by statute.

It will be observed that the Court, in the opinion given to the House of Representatives, confine themselves expressly to the question submitted to them; namely, whether the *Constitution* prohibits the serving of women on School Committees, and say that they do not deal with any statutes. This seems to be an intimation that a proper construction of the *statutes* might not admit women to the office.

I am, with great respect,

Your obedient servant,

J. P. HEALY.

To Hon Samuel C. Cobb,

President of the School Committee.

Traveller
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SCHOOL COMMITTEE.

COMMUNICATIONS

FROM THE

BOARD OF SUPERVISORS.

BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1876.

In School Committee, Oct. 10, 1876.

On motion of Mr. Fitzgerald, referred to Committee on Rules and Regulations, and ordered to be printed.

Attest: GEO. A. SMITH,
Secretary.

COMMUNICATIONS FROM BOARD OF SUPERVISORS.

To the Board of the School Committee of the City of Boston: —

The Board of Supervisors respectfully present the following report of work thus far accomplished.

At their first meeting they found awaiting them a request to hold an examination of candidates for certificates of the *second* grade, as there was a vacancy in one of the masterships of the Grammar schools; and also examinations for the *fourth* and *fifth* grades, as it was very important that there should be persons eligible as assistants in Grammar and Primary schools. Questions were prepared for the three grades, and the examinations were held in the latter part of April. The results were as follows:—

At the examination for *second* grade certificates, 21 candidates presented themselves.

4 dropped out, or took only a part of the examination.
5 received a certificate of qualification.
5 received a provisory certificate.
7 were refused a certificate.

At the examination for *fourth* and *fifth* grade certificates, 218 candidates presented themselves, — a number far exceeding what had been anticipated, and requiring a great amount of labor in examining and marking the papers. It is true, that by the subsequent action of the School Committee, sixty of the candidates examined received certificates of qualification of the fourth grade as "graduates of the Boston Normal School since 1872," regardless of the results of this examin-

ation. The action of the committee was not, however, in season to save us the labor of examining the candidates and marking and tabulating the results.

The results were as follows :—

11 dropped out, failing to complete the examination.

18 received certificates of qualification of the 4th grade.

46 received provisory certificates of the 4th grade.

29 received certificates of qualification of the 5th grade.

32 received provisory certificates of the 5th grade.

38 were refused a certificate, and one could not legitimately be a candidate for a certificate (not being a graduate of a normal school, nor of one of the high schools of this city, and having had no experience as a teacher), although a graduate of Vassar college. She was informed that she passed the literary examination, and that she can receive a certificate of qualification after having had one year's experience in teaching.

It is believed that a very large part of those receiving provisory certificates will remove their conditions in a short time, and become available candidates for permanent positions.

At one of the first meetings it was decided that, as so short a time was left of the school-year, the best way to go to work in visiting the schools was to divide them into six groups, each containing about 200 rooms. One group was assigned to each supervisor, who visited in it, observing methods and applying tests to discover results, thus gaining general impressions of the various schools. About one thousand visits were thus made before the end of the term.

The next work which we had to perform, was the preparation for the Grammar school diploma examinations. We proceeded to very carefully consider what would be a fair range of subjects and questions for this uniform examination, desiring also that it should indicate what *kind* of questions we wished to ask. It was decided to examine in the four

subjects of arithmetic, grammar, geography, and United States' history and constitution, (in addition to reading, spelling and writing). The supervisors in person delivered to the principals, on the day preceding each examination, a package of printed questions, and this sealed package was opened and the questions given to the pupils at the same moment in all the schools. The examination was proceeding throughout the city at the same time, and closed at the same moment, all those examined thus having the same opportunity. The examination in reading was conducted by the supervisors in person, in the groups of schools which each had been visiting by the assignment.

Besides this general work, various matters have been referred to us by standing committees of the School Board; for example, that of a full course of study for the Latin School, of which President Eliot prepared the basis, and which was acted upon before the Board took its summer recess.

At this time we were requested by the committees in authority to hold an examination for certificates of qualification of the *first* and *third* grades, and also to consider the subject of a uniform course of study in the High Schools for three years. Much time, care and thought were given to these important subjects during the summer. It should be added that questions were also prepared for an examination for admission to the High Schools, equivalent to the Grammar School diploma examination.

At the end of the summer vacation our plans were completed, the uniform course of study was submitted, and the *first* and *third* grade examinations were held on the 4th, 5th and 6th of September.

The plan of the *first* and *third* grade examinations differed somewhat from that for the *second*, *fourth* and *fifth* grades. Teachers in the Grammar and Primary Schools are expected to teach all the branches pursued in those schools. But in

the Normal and High Schools, special departments are assigned to the different teachers. Our examination for the *first* and *third* grades was therefore made to include, *First*, subjects covering the *general* culture of the candidate; and, *Secondly*, groups of kindred subjects, *one* of which must be elected by each candidate, pointing to *special* culture, and indicating the department or departments which each was peculiarly fitted to teach. The examination was, then, general and special. In addition candidates were allowed to apply for permission to substitute one subject for another, beyond the limits of the circular. The results of the examinations were as follows: —

19 Candidates for Certificates of 1st Grade were present.
14 received a Certificate of Qualification.
3 received a Provisory Certificate.
2 were refused a certificate.

19 Candidates for Certificates of 3d Grade were present.
12 received a Certificate of Qualification.
5 received a Provisory Certificate.
1 was refused a Certificate.

While this examination was in progress, a request was received from the Committee on Evening Schools for an examination for Special Grade Certificates, to cover the needs of the evening schools for the winter; and also a request from the Committee on High Schools for a supplementary examination for admission to the High Schools, as the advertisement had not reached all who should have been examined at the appointed time, Sept. 4. Both these examinations have been held.

Examinations for certificates of all grades have now been held, and the names of the successful candidates have been recorded in suitable books, with brief statements as to their

education, experience in teaching, recommendations, etc., which are open to members of the School Committee.

In all, 88 Certificates of Qualification and 91 Provisory Certificates have been granted, and 49 candidates refused.

During their visitation of the schools in the spring, the Supervisors were constantly considering plans for their work in that direction during the next school year; and before vacation they adopted a plan which they now just see the opportunity to act upon, as they are freed from the succession of examinations.

A brief statement of our plan, and the reasons for it, may here be in place. The Supervisors are of the opinion that their best influence can be most effectively exerted in the schools, and that the results of their examinations will be most thorough and satisfactory to the Committee and themselves, if they each take different departments of study and trace the method of teaching them in all the schools, from their origin in the lowest grades to their fullest development in the High Schools.

We feel that it is at the same time desirable that each Supervisor should keep special charge of the group of schools visited in the spring, thus acquiring a knowledge of the needs and conditions of that group; and that teachers should know to whom *specially* to apply when they wish for assistance or counsel, — in short that each Supervisor should act as a sort of chairman of his group, receiving reports from the other Supervisors of their examinations in special branches of study.

This plan will combine the advantages of permanent supervision (for at least a year) of a certain number of schools, with responsibility for some departments of study in all the schools.

Each Supervisor will thus have both a general and specific knowledge of his own group, and the comments and reports of all the other supervisors upon their specialties in it.

The reports required of the supervisors, by the regulations, will thus become intelligent and exact. Thus, for instance, the English department will be observed throughout the grades, beginning in the Primary Schools with the first steps in language, capitals, punctuation, dictation exercises, etc.; continuing in the Grammar Schools with methods of increasing the vocabulary, technical grammar, composition, abstracts, etc.; and ending in the High Schools with the analysis of language, essays, rhetoric, English literature, etc. And the same system would apply to every other department.

In laying out this plan, we have included every branch of study mentioned in the programme, and, also, the more general subjects of ventilation, discipline, methods of teaching in the various grades, order of exercises and studies, etc.

We believe, that if time and opportunity are given us, we shall work in a spirit of helpfulness to the teachers; and that with candid and sympathetic criticism and no hypercriticism, we shall reach satisfactory results.

Of course these results must be waited for patiently; but we believe at the end of the school year we shall be able to furnish the Committee with the knowledge of the schools desired by them as described in the various sections of the regulations defining our duties.

In connection with this subject we are most happy to say that we have been met by the teachers in the most cordial way with expressions of ready co-operation, and earnest invitations to come to their schools much oftener than we can.

Attest:

GEO. A. SMITH,

Secretary of the Board of Supervisors.

Boston, October 6, 1876.

DISSENT OF THE SUPERINTENDENT OF SCHOOLS FROM A PART OF THE REPORT OF THE BOARD OF SUPERVISORS.

Department of Public Instruction,
Superintendent's Office, City Hall, Oct. 10, 1876.

To the School Committee of the City of Boston: —

As a member of the Board of Supervisors, I feel constrained to signify my dissent from that part of the report of the Board herewith submitted, which relates especially to the plan of work for the Supervisors for the year now begun. Section 138 of the Regulations requires the Supervisors to visit and examine in detail all the schools twice in each year, and to put the results on record for the use of the School Board, to the end that exact and authoritative information as to the condition and progress of all the schools may be accessible to the members of the committee. This I understand to be the principal duty of the Supervisors. It was for this object chiefly that the Board of Supervisors was created. By the plan which has been adopted by a majority of the Board of Supervisors, this object, it seems to me, cannot be satisfactorily accomplished. And, therefore, I desire it to be distinctly understood that I am in no way responsible for it.

And I not only dissent from the plan, as a member of the Board of Supervisors, because I think it is not calculated to bring about the reform in the examination of our schools, so much needed to secure the requisite uniformity of excellence in

instruction, but also as Superintendent, I object to certain features in it, whereby the Supervisors assume functions which belong to the Superintendent, and which, in my judgment, were not intended to be exercised by the Supervisors.

Respectfully submitted,

JOHN D. PHILBRICK,
Superintendent.

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SCHOOL COMMITTEE.

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REPORT

OF THE

COMMITTEE ON INDUSTRIAL SCHOOLS.

BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1876.

In School Committee, November 14, 1876.

Laid on the table.

On motion of Mr. Fitzgerald, voted to print the same.

GEO. A. SMITH,
Sec. of Sch. Com.

REPORT OF COMMITTEE ON INDUSTRIAL SCHOOLS.

In School Committee, November 14, 1876.

The committee to whom was referred the report of the Committee on Industrial Schools for the year 1875, respectfully report that they have considered the subject, and that, in their judgment, the time has fully come for Boston to establish Vacation Schools for those children who cannot leave the city during the summer vacation. It is a well-known fact that hundreds of children spend the long, idle summer days in our streets, where temptations to evil are always at hand, and seeds of vice are in that way sown, to bring forth in time the most costly and dangerous fruits.

In the words of the report referred to us, we say, with hearty concurrence, "it were almost true to say that no expense and no effort could be too great to devote to the safe keeping of these children in vacation, for whose education such liberal provision is made during the larger part of the year." To such children, and to their parents, a short daily session of a Vacation School, in which varied exercises should interest but not tax the minds and bodies of the pupils, would be a priceless boon. And the good order of our city would be enhanced, and the moral welfare of our citizens would be made more secure, by the fact that these summer schools would, from year to year, continue and heighten the good influences with which we seek to surround our children in the long winter terms.

The other recommendation of the report in question, namely, that industrial training should be a part of the plan for conducting Vacation Schools, is, in our judgment, both

wise and important. But we find a legal obstacle in the way which must be removed before action in that direction can be taken by this Board. We offer the following order, designed to meet the legal difficulty : —

Ordered, That his Honor the Mayor be requested to petition the next Legislature for authority to introduce industrial training into the schools of Boston.

We also submit the following orders and move their reference to the Committee on Rules and Regulations : —

1. *Ordered*, That Section 2 of the rules be amended by introducing the words, "On Vacation Schools, five," after the words, "On Evening Schools, five."

2. *Ordered*, That the following section be added to chapter 4, and numbered *54*, the numbers of sections 54 to 58, inclusive, being changed to conform : —

The Committee on Vacation Schools shall have the care and management of all schools included in their title ; they shall nominate to the Board at the first meeting in June, or when vacancies occur, the teachers for these schools, and in the month of September shall make a written report of the schools under their charge.

Respectfully submitted, by the committee.

ABBY W. MAY, *Chairman.*

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EXAMINATION OF GRADED SCHOOLS.

JOHN D. PHILBRICK.

OCTOBER, 1876.

EXAMINATION OF SCHOOLS.

In considering this subject, it seems desirable to define, at the outset, what is meant by an *examination* of schools as distinguished from what is meant by an *inspection* of schools.

An inspection is a visitation for the purpose of observation, of oversight, of superintendence. Its aim is to discover to a greater or less extent the tone and spirit of the school, the conduct and application of the pupils, the management and methods of the teacher, and the fitness and condition of the premises. Good inspection commends excellences, gently indicates faults, defects and errors, and suggests improvements as occasion requires. By the expectation of visits of inspection, of the right sort, teachers are stimulated to fidelity, and to efforts for advancement in efficiency. While inspection has for its object in some measure to stimulate, encourage and guide both teachers and pupils, this is not the limit of its scope. It has another important purpose, namely, that of enabling the inspector to acquire valuable information as a basis for action in the administration of the system. But inspection does not undertake to apply tests to teachers or pupils, to be followed by serious sanctions. Its object is general rather than special. It is best that inspections should be made without previous no-

tice, and that they should be made by competent and experienced experts; but inspection by intelligent and judicious non-experts may be highly beneficial. The principals of schools should frequently inspect the classes for which they are responsible; the superintendent should, as often as practicable, inspect all the schools under his charge; and, of course, inspection is one of the duties of school committees.

An examination is different from an inspection both in its aims and methods. An examination is a thorough scrutiny and investigation, in regard to certain definitely determined matters, for a specific purpose. It should proceed according to a prearranged scheme, and it should not omit any element in the scheme. It seeks positive evidence and exact information in regard to all the matters comprised within its scope. Nor is this all. An examination not only implies the acquisition of facts within a prescribed sphere, but it also implies a weighing and considering of those facts, and the making up of a judgment upon them. The object of the examination is to arrive at a just estimate of merit, or attainments, or progress. This judgment or estimate, then, constitutes the essence of examination, for it is the basis of awards which are of the highest importance to both teachers and pupils.

In proceeding with the analysis of the subject, it is necessary to note the different kinds of examinations. All examinations affect, more or less, both teachers and pupils; but considered with reference to the chief objects to be accomplished, examinations of schools and classes are of the three following kinds: —

Examination of classes, to ascertain their progress and to determine the rank of the pupils composing the class.

Examination of pupils, for promotion, for graduation, and for distinctions or honors.

Examination of schools and classes, with reference mainly to the merit and standing of the teachers.

As the objects of these examinations differ, so must their methods differ, and they must be conducted by different classes of examiners. The general principle as to the qualifications of the examiner is that he should be competent and disinterested as to the result. He should know what facts to seek; he should know the best way of discovering them; he should be capable of estimating them at their true value; and, above all, he should have no relation of interest or feeling to warp his judgment.

I proceed to consider the three kinds of examinations in the order above named: —

I. The examination of pupils, to test their progress or to determine their rank, which I call class examination, has been of late quite extensively adopted, and it is apparently gaining ground. This examination is of course to be conducted by the class teacher, but under the supervision of the principal. If the examination is to be merely a test of progress, it may be, and indeed should be, both written and oral; but if it is to determine rank, it becomes essentially a competitive examination, and must therefore be conducted in writing, except in branches to which this method is inapplicable; otherwise all the pupils are not subjected to the same test. It is obvious that an

examination for the purpose of ranking should comprise all the branches taught. And here the difficult thing to do is to assign to the result in each branch its just relative value, that is, to determine what shall be the maximum mark, or number for each branch. Perhaps the best criterion for determining this matter is the relative amount of time devoted to the respective branches. The class examination seems to have been introduced as a remedy for the evils of the marking system. But in some cases has not this class examination become an evil as great as that it was intended to remedy? When pushed to excess the examining and marking of papers by teachers becomes an intolerable burden, and the pupils waste their time in giving proofs of their ignorance. The better plan would seem to be to combine judiciously the system of lesson-marking with the system of examining for rank, pushing neither to an extreme. But I am inclined to think that the marks for conduct should in no case be combined with the marks for scholarship, in determining the rank of pupils, or in determining their promotion, unless promotion is based on a competitive examination, and in a particular case the scholarship marks of two competitors are equal, but their conduct marks unequal. For conduct marks and scholarship marks are not commensurable qualities any more than yards and pounds.

II. Examination of pupils for promotion, for graduation, and for distinctions or honors.

1. Examination for promotion. This examination should be conducted by the principal under general regulations and supervision. To take this authority

from the principal is to deprive him of one of his most important functions. There are three systems of promotion possible.

(*a.*) Promotion of the class *en masse*, or by seniority, without a serious test examination. By this system the teacher is deprived of one of the most powerful motives for securing vigorous exertion on the part of the pupils, and every class is subjected to the drag of a considerable number of hopeless idlers and laggards. Besides, the great difference between the head and foot of the class soon becomes too great for the common good.

(*b.*) The system of individual promotion by capacity. By this system the best in each class are promoted at any time when there is room in the class above. This amounts to promotion by competitive examination. This system affords bright scholars a chance to complete the course in the shortest possible time. But the objections to it when used exclusively are very grave. Its effect is to over-stimulate and overwork precocious pupils, and especially girls; it discourages pupils of slow intellect, and utterly demoralizes the idle and unambitious, who are left stranded in the lower classes, where they get little benefit and do much mischief. In schools conducted on this principle, frequently the average age of the pupils in an upper class will be much less than that of the pupils in the lower class. Where this system has been rigorously enforced it has been found necessary to limit the age above which pupils are not allowed in the different classes, notably, in some of the "Great Public Schools" of England.

(*c.*) The two systems above named combined. By this mixed system, while the identity of the class is preserved, as far as practicable, by simultaneous promotions, every member is subjected to a serious examination as a test of fitness for advancement. The results of this examination combined with the lesson-marks determine the promotions, those pupils only who fall below a reasonable minimum being obliged to repeat the course of the class. To perfect this system the principal must, as occasion requires, exercise the prerogative of allowing exceptionally able pupils to "jump" a class, and of degrading those who are exceptionally delinquent. That is, he must make some individual promotions. The class examination above referred to will give seasonable intimations to the pupils of their probable standing at the examination of passage, and thus afford them an opportunity to recover lost ground. By this system, which seems to me the best, while an examination is required, it is not a competitive examination, but what the English call a pass examination, where only a minimum result is requisite for passing. Hence, the examination may be either written or oral, or both. In all examinations, which are not competitive, it is desirable that both written and oral tests should be applied. For some pupils are strong on paper and weak in speech, and others are weak on paper but strong in speech, and the examination should afford each an opportunity to show his real ability; since in an examination for promotion, the point aimed at, is not to know whether the pupil can answer on all the details of the matters taught, but whether he is capa-

ble of taking the higher stage, with profit to himself and without detriment to the class.

The examination for transfer from one grade of schools to another, that is, from the Primary to the Grammar and from the Grammar to the High, ought to be conducted on the same principles as that for the passage from a lower class to a higher in the same grade of schools. But here the control of the examination should be in the hands of an authority independent of the grade from which the transfer is made, and also independent of the grade to which the transfer is made. But the principals of both these grades should be called in as advisory assistants. Of the principal from which the transfer is made, the candidate's record should be required, and a certificate of probable fitness. From the principal of the grade to which the transfer is to be made, advice should be had and considered as to the minimum of requirement allowable for admission; that is, as to the character of the questions and the minimum mark for passing.

2. Examination for graduation. Here the principal should co-operate so far as to furnish the list of all the pupils entitled to be candidates, the scholarship marks of each, and his opinion of their maturity. But the actual examination ought to be under the control and management of the superintending authority, because, in a system of schools, it is desirable that all the diplomas of the same grade should have a uniform value, and this could not be the case if each principal should make his own standard. As a matter quite of course the result of the examina-

tion should be combined with the record of scholarship. And it is desirable that the examination should be both oral and written. It is essential that the examination should cover all the subjects of the programme of the graduating class, but not all the topics; nor should it go back to the matters of the preceding class, as they have already been satisfactorily passed. And in all sound educational economy some privilege of oblivion must be permitted to students. Nothing is more to be deprecated in the matter of test examinations than to demand of the examinees readiness in all they have ever studied. Examination for graduation, as in the case of examination for promotion, should never be competitive, only a certain minimum of qualification being demanded. The level of this minimum must of course be raised as high as the best good of all requires. The graduating examination should be in accord with the programme, that is, it should conform to the programme both in respect to spirit and scope. The ranking of graduates according to their marks renders the examination in effect competitive. This is practised to some extent in western cities in connection with High-School graduation. Its effect on girls, according to my observation, is decidedly injurious.

It is well known that school authorities sometimes fix in advance the percentage of marks requisite for promotion or graduation. Is not this highly unpedagogical? Of what avail is it to fix the minimum percentage before you know the character of the questions or the degree of strictness in marking?

3. Under the second class of examinations there is

only one more variety to consider, namely, the examination for distinctions or honors. From the nature of the case this must be a competitive examination; and one of the essential things in a competitive examination is that the conditions be made known before the race begins. So from the outset of the preparation the competitors should be informed definitely as to the nature of the ordeal, — namely, on what subjects they are to be examined, whether the sum of the class marks is to be the criterion, or whether the examinations alone are to be considered, or whether class marks and examination marks are to be combined, and in what proportion. This examination should be conducted by the teachers of the competitors, as they alone know with accuracy what has been taught, but under the supervision of an impartial umpire. And it should be conducted in writing so far as this method is applicable.

III. Examination of schools in classes, with reference mainly to the merit and standing of the teachers. Although the chief object of this examination is to ascertain the merit and standing of the teacher, it has other objects of higher importance, among which are, to stimulate teachers to efforts to keep up and increase their efficiency; to see that all the subjects of the programme are taught in due proportion, and kept abreast of each other; and to serve as a guide to the teacher, both as to methods and as to the interpretation of the requirements of the programme. This examination should be so conducted as to discover and appreciate merit, to encourage sound teaching, — teaching that trains and educates; teaching that

is solid rather than showy; teaching that aims at the highest good of the pupils, morally and physically, as well as intellectually. It is its purpose also to detect incompetency and unfaithfulness. In a word, its office is to give a just and true report of the teacher's work, and at the same time incidentally to afford the teacher, as far as possible, stimulation, encouragement, and guidance. Without the judicious examination of schools by well-qualified experts, there can be no adequate guaranty of the faithful and efficient performance of their duties on the part of teachers. I say *judicious* examinations, for if schools are not wisely examined, — examined as only persons of thorough pedagogical knowledge, ripe experience, and sound judgment can perform this service, — it is as well, perhaps, to leave them without it altogether. But an examination so conducted as to encourage true merit, to promote the use of the best methods, to regulate in the best manner possible the instruction imparted, both in respect to quantity and quality, — it is by such examinations, if at all, that will be hastened the dawning of that day when there will be no cramming, no high pressure, no idleness, no excess, no deficiency, and no wasting of time or strength on the part of teachers or pupils.

The objects and character of this examination suggest the requisite qualifications of the examiner. In the first place, he should be independent, or, to speak more precisely, he should not be dependent upon the teaching corps. He ought to have had experience in teaching, and if he has had experience in grades similar to those in which he examines, so much the bet-

ter. His mind ought to be liberalized by a wide range of educational reading and study. He ought to have a good deal of practical common-sense. He should be more inclined to look on the bright side of things than on the dark side. He should look sharper for merits than for demerits. He should fear only two things: he should fear to do injustice, and he should fear himself. He should be eminent for good-breeding, as a guaranty of respectful treatment of teachers and pupils. And to make sure of the requisite sympathy, like Burke's lawgiver, "he ought to have a heart full of sensibility." In a word, for the successful exercise of this delicate and most useful function the very best educators are demanded. This function is next in importance and in point of difficulty to that of the chief supervision which overlooks the whole economy of the system.

Without this instrumentality no system can be complete. And so, instead of saying nobody is equal to such a work, and therefore it must be dispensed with, we should rather "get the best," and trust to the law of supply and demand to furnish ultimately the requisite combination of rare qualities for the most satisfactory performance of this duty.

As to the method and plan of proceeding something must be said, but my limits will not permit details. In the first place, this examination should be made by the examiner in person, and not by sending a set of questions to be answered. I am aware that the plan of testing the work of teachers by a simultaneous, uniform examination of all grades by printed questions is somewhat in vogue in some places. But

I regard this plan as very objectionable. It is impossible to do justice by this plan. If this is so, no other objection to it need be raised. But even if it were possible to apply it without doing great injustice, it would do more harm than good.

Before the examiner begins his examining visits he should be prepared with a carefully matured scheme, set out in a blank or blanks, covering all the subjects of instruction, and all the other matters to be taken into the account in estimating the merit of the teaching, discipline and management of the class or school. The examination then consists in such observations and inquiries as may be needed to enable the examiner to fill his blanks on the spot, that is, to make up his judgment in detail and in general. Of course it would not be necessary to examine each pupil in every branch. In some branches it would be sufficient to witness the exercises as conducted by the teacher. This examination should be neither exclusively oral nor exclusively written, but a mixture of both methods. Printed questions are unnecessary. In elementary grades the responsibility of conducting the examination of a given class or school should be in the hands of one examiner. In the higher grades of institutions of instruction, where it becomes necessary to introduce departmental teaching, the work of examining may, with advantage, be divided in a manner corresponding to the usual division of studies into groups.

I have now outlined all the different kinds of examinations which seem to me required in a well-organized and well-managed system of public schools.

It belongs, of course, to the School Board to make the necessary provisions for these examinations. The particular deficiency in the Boston system, with respect to examiners, which has been often pointed out by me, has consisted in the absence of any adequate provision for that description of examinations which I have considered under the third head. I suppose the present Board intended to make provision for remedying this deficiency in section 138 of the regulations, which is as follows: — "The Supervisors shall visit and examine the schools in detail twice in each year, before the fifteenth of June and January. The results of these examinations shall be recorded in suitable books, kept in the Supervisors' office, and open only to the inspection of members of the Board." My opinion in general respecting the plan of the Supervisors for carrying out this provision has been submitted to the Board.

Good teachers, who know what is best to be taught, and how to teach it, have a right to be examined by competent examiners, that they may have proof of the excellence of their work. Teachers of a different character, who have an imperfect knowledge as to what ought to be taught, and a limited acquaintance with the best methods of teaching, and possess little professional ambition, *need* frequent, judicious examinations and inspections, to instruct them in their duties, and to stimulate them to exertion.

A portion of our teachers — a very considerable portion, I trust — are now imparting a high style of instruction. But they need more sympathy and encouragement in this kind of teaching. This can be

given them most effectually by a right management of the examinations of their schools. Examinations may be the occasion of much good or much evil. The proper objects and uses of examinations is a subject which demands the serious attention of every one who is called to participate in the supervision of educational institutions. It is obvious that the utility of examinations depends wholly upon the plan upon which they are based, and the manner in which they are conducted. It sometimes happens that a man quite unaccustomed to the ways of the school-room, but possessed of good sense and right feelings, will make an examination very profitable to both teacher and pupils. On the other hand, a person of equal, or superior intelligence, and actuated by the best of motives, may, from inattention to the principles which should guide his proceedings, produce the opposite effect. Teachers and pupils are depressed and disheartened, instead of being stimulated and encouraged. They have faithfully tried to do a good work, — they *know* they have done it. But this is overlooked or under-estimated, and they are admonished, gently it may be, for not doing something else which they could not do, or which they did not know would be required of them.

The examiner should always remember that he is to a large extent shaping the subsequent teaching as well as ascertaining the preceding. Teachers are ever strongly tempted, even against their better judgment, to make their teaching conform to the kind of examination expected. They cannot be blamed for adopting such a course. Indeed, they

might, with greater reason, be blamed for not doing so, since the primary responsibility is with the committee, who themselves examine or appoint the examiners, are the legal trustees of all the interests of the schools under their charge, and it is within their province to determine what description of instruction shall be given. Teachers are, with reason, expected to give satisfaction to their employers and supervisors. Examinations are held to determine how far this end has been attained. But they do more. They virtually indicate what the examiner thinks the pupil ought to know, as well as reveal what he does know. It is important that examiners should keep this fact in view, and conduct their examinations accordingly. If the examiner comes into the school every quarter, or every month, only to be entertained by exercises in some favorite branch, conducted in some favorite style, the teacher will soon find it convenient, if not necessary, to be prepared for such a course.

But examinations should be conducted not merely with reference to discovering what the pupil knows and to pointing out what he should know. It should go farther and look to higher results. It should seek to find out what the pupil *is* and what he can *do;* or, in other words, to see what *discipline* of mind and heart and body he has had. It is true, this kind of examination is difficult, and few are qualified for it; but it is necessary as a means of securing the highest style of teaching. We must not, however, fall into the error of supposing that its results can be adequately expressed by percentages. Let our examinations be extended into this higher sphere of

education, and many teachers will be glad to occupy themselves with it to a greater extent than they have been accustomed to. But then it must be borne in mind that the teacher cannot prepare his pupils for everything in a limited period of time. There must be a choice of subjects in the general scheme; and there must be a choice of topics and methods in each particular branch. The greatest injustice is often done by an unfair comparison of schools in some *one branch* only. A particular school may be immensely superior to another in one branch, and yet be, on the whole, immensely inferior to it. And so with systems of schools.

If a teacher, in obedience to direct or indirect instructions, or in the absence of all instructions, has adopted a certain course, and has prepared his pupils for one sort of an examination, he ought not to be censured for their failure when put to a totally different test, which he could not have anticipated.

Before a teacher is censured for any supposed deficiency, he should be permitted to show what he has attempted and what he has done, and to give his reasons for his course. For instance, the examiner finds that the pupils of a certain school can recite the text of the books glibly enough, but that their reasoning faculty has not been duly exercised and trained, and that as soon as they are taken out of the routine of question and answer, they are bewildered and cannot proceed. He is dissatisfied, and suggests that the pupils should be taught to think, to reason, to investigate, to understand; that they should learn things as well as words. But, on inquiry, he might,

perhaps, find that his predecessor, a year before, was displeased for precisely the opposite reason, and strongly insisted upon the verbatim recitation of the words of the text-books.

Examiners ought to avoid extreme notions on the subject of education. The good teacher, who is master of his art, if left sufficiently free, will give to each branch and each department of education its proper share of attention, — neglecting none, making a hobby of none. And such should be the aim of the examiner, if he would make his examinations profitable.

And, finally, in examinations, the teacher's individuality should be duly respected. I do not mean here by individuality a peculiarity of opinion or theory which takes the liberty to oppose openly or quietly ignore the plain requirements of the regulations respecting the management of the school or the studies to be taught. Nor do I mean that oddity, capriciousness, whimsicality, or eccentricity should claim indulgence, under the more respectable designation of individuality. Nor would I allow incompetency to escape its just criticism and its just estimate on the plea of the rights of individuality. But what I mean is, that it should not be insisted on that each teacher should do everything in the same way and at the same time, and that teachers should be allowed to make their own plans and pursue their own methods so far as is consistent with the interests of the whole system, provided that the desired results are produced.

"THE NEW DEPARTURE."

JOHN D. PHILBRICK.

NOVEMBER, 1876.

THE NEW DEPARTURE.

I mean by this, the movement which resulted in the legislative enactment of May, 1875, reorganizing the School Board and creating the Board of Supervisors. The general object of this movement was to render the administration of the school system more efficient, and at the same time more economical. But its more specific object was to provide a competent and impartial agency for *the examination of candidates for teachers, and for the examination of the schools.*

Nearly twenty years ago I began to call attention to the defect of our system of instruction in respect to provisions for the right sort of examinations. From that time I continued to urge reform in this matter. In my last report, I used this language in regard to the examination of schools: "The value of judicious examinations as an element in school economy can hardly be overestimated. In this particular it must be owned that our school system has never been strong. I am inclined to think that, among the existing deficiencies of our system, the most serious is the lack of requisite provisions for examinations. It is certainly a remarkable fact that the School Board does not possess authoritative and reliable information in respect to the standing of a single class in

any one school in the system, from the lowest forms of the Primary Schools to the graduating classes of the High Schools."

Speaking in the same report of the need of improvement in the provisions for examining teachers, this was said by me: "More adequate provisions for the examining and the testing of the qualifications of teachers is needed. I have to confess that I do not know one large city in this country or any other, where the provisions for examining teachers are so inadequate. When we ought to have examinations they are dispensed with; and when we ought not to have them they are sometimes insisted on; and probably it would not be far from the fact to say that as a rule they are not of the right sort. The salaries we pay would attract very competent teachers, who do not now present themselves as candidates, on account of our system, or want of system, of examination. Repeated efforts have been made, without success, to reform this part of our school economy."

This final appeal on the subject was made two years ago. A few months afterwards the law above referred to was passed. Some of the features of that act did not commend themselves to my judgment. Nevertheless, I exerted myself to secure its passage as the best thing practicable under the circumstances.

It was hardly to be expected that the new machinery would work without some friction in its first movements. It was not to be expected that, when first put in motion, all its adjustments would be found to be perfectly satisfactory; and, therefore, due allow-

ance should be made for whatever imperfections may have appeared thus far in its workings.

Nevertheless, the theories and plans adopted by the Supervisors as their system of operations, and their interpretations of the regulations prescribing their duties so far as they affect their working plans, are matters which the members of the Board, as it seems to me, and the Superintendent, are bound to take cognizance of and to form a judgment upon; and if, in the opinion of the Board, those theories, plans, and interpretations are not such as are deemed permissible, it is certainly within the scope of the Board's authority to require a change. If I comprehend the language defining the duties of the Superintendent, it is clearly my duty to make such suggestions on these matters as appear to me conducive to the efficiency and usefulness of the schools. I regret exceedingly that, with the strongest disposition and inducements to regard the doings of the Supervisors with as much favor as possible, I find myself obliged to express an opinion adverse in some respects. If the particular points which I am unable to approve were mere matters of detail, I should, for the present at least, pass them in silence. But they are not at all matters of detail; they are fundamental, and go to the heart of the business. I shall present them briefly, without going into any extended arguments to sustain my opinions.

1. The theory adopted by the majority of the Board of Supervisors as the basis of their examination of teachers is, in my judgment, radically wrong. It is not in accordance with the best authority or

practice either in this or in other countries. If rigidly adhered to, it will no doubt keep persons of very low literary attainments from obtaining appointments. It is indeed not ill-adapted to the case of inexperienced candidates who are fresh from their preparatory studies. But it is not at all applicable to the case of candidates of high culture and large experience, who are wanted to fill the most important places. This class of candidates it will deter from competition for vacant situations, and the city will thus be prevented from obtaining the services of the most competent instructors to fill the positions of controlling influence in the schools. The system of examining teachers should be such as to encourage the application of the best candidates, and not to repel and disgust them.

2. The plan of examining the schools. Strictly speaking, the Supervisors have as yet adopted no distinctly defined plan of *examining* schools; nor has any plan or theory of a plan for this purpose been introduced into the Board of Supervisors for consideration when I have been present. A scheme, entitled "Arrangement of work for next year," has been furnished me by the Secretary, who informs me that it was adopted by the Board of Supervisors. I know nothing of its origin, nor did I know of its existence until about two months after it purports to have been adopted. This "arrangement" does not appear to me to be any adequate plan for the *examination* of a great system of schools. *It nowhere contains the word "examination," or its equivalent.* I should introduce here the "arrangement"

entire; but I prefer that the Board should ask to have it printed, when it sees fit, as the majority of the Supervisors have voted against printing it for the use of the Board and the teachers.

In substance, it provides that each Supervisor shall "*have special charge*" of a group of schools, "or act as its chairman," and also "*have charge*" of one or more departments of study throughout all the schools. Nothing whatever is said about *examining* the schools. And the practice under the "arrangement" seems to be consistent with its wording; for, so far as I have been informed, or from repeated inquiries of teachers have been able to ascertain, no school has as yet been *examined*, in the proper sense of the word.

If it is the intention of the Supervisors to divide the studies in the elementary schools into six departments, each department to be examined by a Supervisor separately and independently, without any responsibility to any directing authority to see that the demands and standards in these different departments do not clash with each other, — if such is the scheme, I cannot regard it as wise, and best calculated to promote true progress. My general idea of a proper plan for examining schools having been stated elsewhere, it is unnecessary here to enlarge upon it.

2. The interpretation by the Supervisors of the regulations relating to their duties seems to me to be, in important particulars, erroneous, and their proceedings under that interpretation come in direct conflict with the functions of the Superintendent. The Supervi-

sors seem to have conceived that the title by which they are designated is equivalent to the title Superintendents, and that this title of itself gives them the powers and duties which such a title might be supposed to imply in its absence of regulations defining those duties. But supposing supervisor meant the same thing as superintendent, by parity of reasoning, had they been called "examiners," as was at first proposed, they would have been strictly limited to the function of examining. As a matter of fact, the Regulations do simply require them *to examine and make inspections and inquiries, and record and report the results.* But they have proceeded to assume the "supervision" of the schools in groups, "that the teachers may know to whom *specially* to apply when they wish for *assistance* or *counsel*," which means that they have assumed the functions of superintendents. By "assistance and counsel" must be meant assistance and counsel in matters of instruction and discipline. I find nothing in the Regulations requiring or permitting the Supervisors to exercise this function. But the Superintendent is expressly commanded to exercise this function as one of his most important duties. The language is: "He shall advise the teachers on the best methods of instruction and discipline." It is plain that if six other persons may at the same time go to all the schools and *counsel* and *direct* in regard to these matters, having no responsibility to any chief, then there are seven persons exercising conflicting functions. The conflict, in this respect, and in others which I shall not now

refer to, appears to come from a strained *interpretation* of the Regulations.

There is, however, as it seems to me, one actual inconsistency in the language of the Regulations relating to the duties of Supervisors and Superintendent. In Sect. 116 the latter is required to see that the regulations of the Board in regard to the schools "are carried into full effect;" in Section 160 the former are required to collect information, so as "to keep the Board and the committees thereof accurately informed at all times as to the manner in which the Regulations are enforced." This is evidently a matter requiring the attention of the Board. Personally, I have no preference as to the line of policy the Board may see fit to adopt in regard to the respective duties of the Supervisors and the Superintendent. I only wish that course to be taken which shall be best for the interests of the schools. I maintain what I believe to be the prerogatives of my office on the general principle that it is the duty of all officers in every capacity to do this.

19

HEARING

ON THE

APPOINTMENT OF A MEDICAL INSPECTOR

FOR THE

PUBLIC SCHOOLS,

NOVEMBER 23, 1876.

BOSTON
FRANKLIN PRESS: RAND, AVERY, & COMPANY.
1877.

HEARING

ON THE

APPOINTMENT OF A MEDICAL INSPECTOR FOR THE PUBLIC SCHOOLS.

At a session of the Committee on Rules and Regulations, held Nov. 23, 1876, the following considerations were presented in favor of the appointment of a medical inspector for the schools of Boston: —

Remarks of Dr. Blake.

Mr. Chairman, and Members of the Committee, — In appearing before you to present our reasons for urging the appointment of a medical inspector for the public schools of Boston, we hope to succeed in convincing you, first of the existence of the necessity, and, second, of its importance in a hygienic as well as purely educational point of view. The gentlemen who have kindly volunteered to assist are all well qualified by study and experience to speak with authority on the different topics which the subject embraces. Of what use that our schools develop the intellect, if, at the same time, their methods or defects induce partial blindness, and crooked spines, or expose their pupils to the liability of blood-poisoning from foul air, or contracting of dangerous if not fatal disease from imperfect sanitary regulations? That these are not imaginary evils will be shown by those who follow me.

Occasionally we read in the papers of the closing of schools in suburban towns on account of the rapid spread of some disease — most often that fatal scourge of childhood, scarlet-fever — among the pupils. I recall, in this connection, my experience while on a professional visit last winter to Newport, N.H. The schools at Woburn were at the time suspended, because of the prevalence of this disease. A family removing thence to Newport, with children either suffering from the fever, or not yet fully recovered, were the cause of introducing it to the town; and, at the time of my visit, the entire district was a collection of afflicted households, with one, two, or three children sick, dying, or dead, in each.

I do not charge the schools with being the primary cause of disease; but, where sickness is contagious, I contend that there is nothing in our present regulations to prevent their becoming very hotbeds of propagation; and facts go to prove that this is too frequently the case. Years ago it was my misfortune to have the subject forced upon me in the most painful manner. Disease was introduced into my home directly from a public school, converting the house for a long time into a hospital, and depriving me of a beloved child.

The danger to which innocent children are exposed by association with others who carry contagion in their clothes, from sick brothers or sisters at home, cannot be overrated; and every physician in active general practice will testify to this. Aside from any claim on the score of humanity, it is our duty, as members of the School Board, to take all wise precautions looking to the abolishing of this evil. Where nearly two millions of dollars are devoted annually for public instruction, we can well afford to assign a few thousand to accomplish this end. You ask whether we can do so. I honestly believe we can. The appointment of an experienced medical officer skilled in the subject of school hygiene, working with zeal, and devoting his whole time thereto, establishing stringent rules and regulations which teachers would be obliged to observe, would do much toward fulfilling the design. He should investigate cases of dangerous disease, and be empowered to take effective measures against their introduction; be consulted in the selection of school-sites; advised with in reference to heating, ventilation, and arrangements of desks; be referred to in cases of existing defects, and required to know their remedies, — in all this receiving generous consideration and support from the Board, and I am sure you will be gratified at the result.

Can one man do all this? He can make a beginning; and, once commenced, the work will not be allowed to languish for want of efficient help. We have among us competent and experienced experts in this matter of school hygiene; and I sincerely trust, Mr. Chairman, we may be allowed to avail ourselves of their practical knowledge. The following extract from "The Boston Medical and Surgical Journal" is quoted as bearing directly on this subject: "It may be safely alleged, that in Boston, as well as other large cities, an undue mortality occurs among school-children, from the effect of contagious diseases, contracted, to great extent, in the schoolroom, and that this undue mortality may be reduced by the adoption and enforcement of appropriate prophylactic measures. If the Board of Supervisors had upon it one or two medical men, with power to act, and intelligence to advise, the unlimited and unrestrained spread of communicable disease would be much less than at present." With these few remarks introducing the

subject, I leave its presentation to abler hands. I will state, however, that the cost per pupil for a medical inspector would be about six cents each per annum, and but .0016 of one per cent of the school appropriation.

D. F. Lincoln, M.D., presented the following summary of the duties which might properly be assigned to a medical inspector: —

1. Gathering and distributing information relative to school hygiene. He should study the subject in current literature; by personal conference with living authorities, and inspection of improvements in schools in distant places; by systematized correspondence upon stated subjects; by regulated tests of the value of plans (e.g., for ventilation) proposed for our own use, &c.

2. Examining all plans and sites for schools, before buildings are erected.

3. Sanitary inspection of all our school buildings and premises, with recommendations as to needed changes, and subsequent occasional visits to ascertain the success of his recommendations.

4. Advice in respect to gymnastics, recreation, and general habits as affecting health. In carrying out this, and, in fact, all of the points, the cordial assistance of teachers might safely be counted upon.

5. Measures for preventing the spread of contagious diseases in schools. The inspector should be informed immediately of every case of scarlet-fever or small-pox breaking out in any family in the city where there are children of the school age; and should take measures, both to prevent the children attending school during the existence of such diseases in their families, and to secure disinfection after the close of the sickness. Such a plan would require the co-operation of the practising physicians of the city, the city board of health, the teachers in schools, and the truant officers. This concerted action would not be hard to bring about. During the last ten years, the deaths from scarlet-fever in Boston have averaged 233 annually. Other contagious diseases, including small-pox, are decidedly less fatal, but might properly be added to the list to be guarded against.

6. Annual report of all transactions to the School Committee, to whom he should be solely and directly responsible.

Suitable supervision of this sort has not as yet been made either in Germany, England, or America. Paris provides it for her primary schools; the city of Elmira, N.Y., has such a medical officer: but, with these exceptions, there is almost nothing of the kind established.

REMARKS OF THE HON. JAMES M. BARNARD.

During the last fifty years, there has grown up a branch of sanitary science which is called "school hygiene." It has for its object the physical conditions of education. It observes all the influences affecting injuriously the health of children in the schoolrooms. It seeks the causes of those influences, and the remedies for them. Better still, it endeavors to discover a regimen for school-life so correct, that the pupil shall leave the school in a better physical, as well as in a better intellectual, condition than when he or she entered it.

The science has been cultivated to some extent in this country. Within a very few years it has been more or less referred to in the Reports of State Boards of Health, and of Superintendents of Public Instruction. In England and Europe it has been very much considered. During a late visit in those countries, at the request of the American Social Science Association, I endeavored to seek out the persons engaged in these investigations, and to obtain the literature of the subject. In this I was somewhat successful: the association in correspondence with the best authorities, and is gradually receiving the literature.

In order that you may get some idea of the extent and character of this work in Europe, I have brought to this meeting some of the books. Here are publications from Berlin, Brunswick, Cologne, Stuttgart, Leipsic, Frankfort, and Augsburg in Germany, — among them is the celebrated "Report to the Minister of Public Instruction of Prussia," made by Dr. Rudolf Virchow, the eminent physiologist and statesman, in 1869, — from Neufchatel and Zurich in Switzerland; from Sweden; from France a large number, including papers by Jules Simon, once minister of public instruction, now chief of the cabinet of ministers; from Narjoux, architect of the city of Paris; from Drs. Riant, Paz, Fonssagrives, and others: lastly, we have papers from Dr. Roth and Edwin Chadwick of London, and William Jolly of Inverness. If we look into these books, we find such subjects as these: the selection of the sites for schoolhouses, the preparation of the grounds, drains, water-supply, water-closets, size of rooms, heating and ventilation, desks and seats, the care of the eyes and ears, influences affecting the nervous system and the organs of the pelvic cavity, contagious diseases, gymnastics, &c., all looked at from a medical or hygienic point of view. I have drawn your attention at some length to this subject, in order that you might understand me, when I say that we desire to utilize this scientific knowledge in our schoolhouses.

There are many reasons why we may hope to see this better done in this country than anywhere else, one of which is the superior practical

talent of our people. Give them an amount of sound, well-digested knowledge, and they will soon find the means to put it into a practical form. With some very striking exceptions, we do not find the actual schools in Europe up to the scientific knowledge there existing. The earnest thinking men there — such as Virchow, Roth, Jolly — perceive and declare this; and one of them has lately written to me, that, since attention has now been turned to the science here, he anticipates the best practical results. In order to attain this, two things seem to be necessary. The first is complete possession of the best scientific knowledge on the subject.

This knowledge is in kind medical, but of a special sort. Now, owing to the action of the State Boards of Health and the Social Science Association for the last seven years, we have medical men specially trained in this knowledge, and making a continuous study of it. Secondly, we need such an administrative organization within our system of public instruction, that this knowledge may be honestly and efficiently brought to bear upon the condition of the schools.

When we heard of the proposition of Dr. Blake, that a medical inspector of schools should be appointed by the School Committee, we began to hope that such an administrative organization was to be established in Boston, always so hospitable to all that concerns the education of her people. With such an officer we believed that something would be accomplished, because there would be somebody whose business it was.

Considering the character of our School Committee, we have reason to believe that an inspector would be selected on real merit, without any political or other bias; that he would be responsible to a few definite, watchful persons.

The establishment of one medical inspector for all the public schools of a great city would give a unity and value to his work such as has never yet been attained anywhere. It would be looked upon as a real contribution to the science and art of education by the earnest thinkers on the subject in America and Europe.

I will close my remarks by quoting from the celebrated Report of Dr. Rudolf Virchow, already referred to. In this Report he insists upon the introduction of medical science into the management of schools, and closes thus: "Only through the joint labors of school men and medical men perfectly acquainted with the subject, will the state and community obtain a suitable organization for school supervision, which shall be capable of reaching a solution of that great problem of the times, — the physical and intellectual health and development of coming generations."

SUBSTANCE OF REMARKS BY MR. PHILBRICK.

He began by expressing the deep interest he felt in the matter under consideration. He was extremely gratified to find at this hearing so many eminent members of the medical faculty, all uniting in urging, by various arguments, the adoption of the measure under consideration. The circumstances of this occasion afford striking evidence of the progress of public opinion in regard to this vitally important subject of school hygiene. Sixteen years ago, when he asked the School Board to take some practical steps for the improvement of the health of the pupils in our schools, no such an array of co-operating authorities as we see here to-day existed in this community. The medical men in the School Board were then in the opposition.

In this case, on the other hand, the movement originated with a medical member of the Board. He could not speak on the subject as a medical expert. He took the facts given by medical authorities, and endeavored to apply them in school economy. He viewed the matter from the pedagogical standpoint. The more perfect a school system is rendered in other respects, — the more regular the attendance, and the higher the standard of scholarship, — the more need there is of devoting attention to school hygiene. If we would work the brain to the best advantage, we *must* see that the requisite physical conditions are secured. No doubt our schools have made some progress hygienically without the agency of such an office as it is proposed to create, and, without this agency, it is possible that we might continue to make some advancement in the same direction: but it is not at all probable, judging by the experience of the past, that we shall produce the results that are to be desired, except through the labors of a competent person especially employed for this specific purpose.

In a small municipality, the expense attending the employment of such an officer might not be justifiable; but, in view of the extent of the interests involved in such a city as Boston, the cost of the agency becomes comparatively insignificant. Here are fifty thousand children in school, every one of whom would probably be benefited directly. And this benefit would be twofold: in the first place, the pupils would leave school with a better average standard of health; and, in the second place, while in school they would be enabled to accomplish more mental work; that is, with a given outlay, the intellectual results would be better. Then the labors of this officer would benefit the pupils indirectly through the teachers. Not only would the pupils be enabled to do more and better work, with less injury to health, but the teachers would be enabled to do more and better work for the pupils, with less wear and tear to their physical systems. And it is to

be remembered, that it is not a question as to the increase of the efficiency of a score or two of teachers, but of more than twelve hundred. Finally, consider the vast sum of money that Boston annually expends in the support of public schools, and reflect that a very considerable percentage of this amount fails to be utilized for want of the requisite knowledge and application of hygienic science, which a competent medical officer, devoted solely to this interest, would not fail to supply. And how small a proportion of the whole expenditure for schools this realization of the measure would require! Our efforts have been too exclusively devoted to intellectual education. It is to be hoped that we may now do more for physical education.

Remarks of Arthur H. Nichols, M D.

It is eminently appropriate at the present time, when increased attention is being given to the important subject of the hygienic requirements and physical development of the young, that this honorable Board should consider, whether, in our own city, all reasonable steps have been taken to fulfil that important duty incumbent upon it, viz., the preservation of the life and welfare of that large class committed to its charge; whether every thing possible has been done to bring the progress of sanitary government abreast of the general progress of science.

Now, the strong and concurrent testimony of sanitarians, and others who have studied the subject, goes to proclaim that this department of rational physical education has been hitherto greatly neglected; and that this neglect of physical education and hygienic requirements has given rise, among the scholars, to numerous evil symptoms, — bodily deformities and serious diseases, — and has tended, moreover, to produce a large and unnecessary sacrifice of human life. We are assured, moreover, by medical men, who have, perhaps, most frequent occasion to observe the results of this neglect, that the establishment of the office of medical inspector, and the universal instruction of teachers and pupils in the laws of health, will form a most essential step in the way of rectifying the vital evils complained of. I would briefly refer to the great benefit that must accrue to the schools from the adoption and enforcement, under the eye of a competent sanitary officer, of specific rules designed to check the introduction of specific diseases within the schoolhouses. The need of such restrictive measures is already fully appreciated by the more intelligent of the teachers and parents, while the utility of such prophylactic rules has never been seriously questioned; and, beyond doubt, the only formidable obstacle to their successful enforcement will have been removed by the institution of this office of medical inspector.

It is a sad truth, brought daily to the notice of physicians, that the past inaction of school committees with reference to the preventable dangers which assail the pupils, has had the effect of converting our schoolhouses into wholesale breeding-places for scarlet-fever and other contagious diseases. There have occurred in Boston for the past twenty-five years nearly three hundred deaths annually from scarlet-fever; and it will be readily understood that the number is much larger of those, who, having survived this destructive malady, have not escaped without serious and permanent injuries. It should create a healthy alarm in the minds of school managers, that scarlet-fever is now always present in Boston, and that this calamity is attributable, according to those best qualified to judge in the matter, to the unrestricted dissemination of contagion within the schoolhouses, where the overheated and vitiated air furnishes the most acceptable pabulum for disease-germs of every variety.

It is important to clearly understand that our School Boards have hitherto failed to appreciate that the care of the body should go hand in hand with the education of the mind; the tendency being to leave the schools practically unprotected and unguarded as respects these insanitary influences, and to complacently sanction, by their inaction, the dissemination of much disease that might have been prevented by the adoption of appropriate restrictive measures. And yet I would not imply that the continued existence of these abuses is the result of any unwillingness upon the part of the constituted authorities to remedy them. This neglect of proper sanitary precautions is to be ascribed rather to the fact that there exists no trustworthy medium for the communication to the authorities of an accurate knowledge of the amount and character of the mischief thus inflicted, and of the proper means of combating these evil influences. If our School Boards had been fully and continuously informed of these violations of the principles of hygiene, which tend to produce a deteriorated physique, organic defects, and positive disease, — such as are exemplified in the tolerance within the school of pupils from infected houses, and in the existence of numerous evils pertaining to the school-premises, arrangement of light, ventilation, furniture, desks, attitudes, &c., —I cannot believe that there would be any hesitancy or supineness upon their part, in promptly removing the causes of these abuses.

Judging them by their action, then, our school managers have not hitherto been thus fully informed: at all events, they have not manifested what has been termed "that intelligent knowledge which leads to action;" and this absence of intelligent knowledge upon the part of architects, parents, teachers, and school managers, affords conclusive evidence of the need of some one sanitary officer, who should devote

his time exclusively to the subject of scientific physical education in our schools. The functions of this sanitary officer should be both advisory and judicial. He should be prepared to give to the proper authorities all necessary information as to the existence of any abuses in the schools, and should bring a trained intellect to bear in deciding upon the usefulness of new discoveries and inventions, the adoption of which may be important to the well-being of the schools. He should also submit, from time to time, suggestions for improvements in the arrangements of the schools. He should possess absolute authority in enforcing rules designed to protect the schoolroom from the introduction of communicable diseases: and here, surely, his assistance would be invaluable; for the diagnosis of contagious skin affections, such as are often prevalent in our schools, requires especial knowledge, even on the part of physicians. Through the co-operation of the local Boards of Health, he should keep himself informed as to the localities in which dangerous communicable diseases are especially prevalent, and take appropriate means to disseminate among parents and scholars a knowledge of the utility of prophylactic measures in checking the spread of such diseases.

There exists no city upon this continent, where the essential elements of school hygiene have been more systematically studied than in Boston. For the past four years, the Department of Health of the American Social Science Association has occupied a large portion of its meetings with a consideration of the various deteriorating influences affecting the health of the schools. It would surely seem desirable that the trustworthy scientific material thus evolved might be, from time to time, summarized, and communicated to the Board by the medical inspector, and thus utilized, and appropriated for the benefit of the schools.

I regard the example of this Board in this matter as especially important, knowing that a stand in behalf of physical education taken in Boston will set an example to be speedily followed in other cities and towns; whereas, if it be deemed inexpedient to lend a hand in this reformatory movement, it will afford a plausible pretext for continued lethargy upon the part of school managers elsewhere. In urging the necessity of the establishment of this office, it is with the firm conviction, that if the office be worthily filled (as it surely can be), additional proof will soon be afforded of what has been already demonstrated in the case of our State Board of Health, — that, in matters of sanitary reform, the judicious expenditure of a very little money may lead to the accomplishment of an incalculable amount of good. Such action will be welcomed by sanitarians as a recognition of the principle that no education can be complete which does not aim at the harmonious development of both body and mind.

I beg leave, in conclusion, to quote the words of a distinguished English sanitarian, William Jolly, Esq., as showing how intimately connected is this subject of school hygiene with the public welfare.

"Beyond doubt," he says, "universal physical education in all our schools, under careful superintendence and inspection, would raise the physique, health, and bearing of our whole people; increase mental and moral power; improve the race, because improving the parents, especially the mothers; largely diminish poverty, misery, and crime, which are, in great part, the result of the neglect of physical training; and thus greatly contribute to the happiness and well-being of the nation."

Remarks of J. L. Hildreth, M.D.

J. L. Hildreth, M.D., of the Cambridge School Board, bore strong and feeling testimony to the evils arising from imperfect construction and drainage.

Cambridge schools, he said, were generally bad; and those he had seen in Boston were not much better. In Cambridge five medical gentlemen had been at work for a year, seeking to improve ventilation in certain school-buildings, with little success. He believed that the seeds of slow disease sown in schools were even worse than the contagious diseases which are occasionally contracted. What is nobody's special business is unlikely to receive special attention. Even committees cannot do this work as well as one clothed with special authority. A man appointed solely for this purpose could effect far more, and could reach the constituted authorities with information and advice in a way that no other could. Indifference, rather than opposition, is the reason these important subjects receive so little attention.

Remarks of C. F. Folsom, M.D., Secretary of the State Board of Health.

C. F. Folsom, M.D., Secretary of the State Board of Health, stated that there were two matters in connection with this subject, to which he desired to call attention, and in which he thought the services of a competent medical inspector would be of great service to the city. First, as regards the spread of contagious diseases. It cannot be said that the mortality from scarlet-fever has materially diminished in the last ten years. In some large cities, with increasing population, it has increased even while better laws, and better execution of the laws, with increased general intelligence on the part of the people, have largely decreased the amount of disease attributable, partly at least, to filth in its various forms. The experience of India, Australia, and other new countries, where scarlet-fever has been only recently introduced, has shown

conclusively that this disease is not necessarily part of the unavoidable accidents of life. The admirable Contagious Disease Acts of Holland prove that it can be prevented in a very large number of cases. Statistics show that the immense majority of cases occur during the ages of school-life; and it cannot be doubted that our schools are one of the chief means of spreading it over our cities. A single child sent to school before entire recovery from scarlet-fever, in one of the *arrondissements* of France, in 1875, has been clearly shown to have been the direct cause of a hundred and fifty cases, of whom eighteen died.

Several years ago it was found necessary to pass a special act of parliament to control the common lodging-houses of London, as they were considered the *foci* of contagious diseases. Now they are subject to the most rigorous inspection and the most absolute sanitary care; and as a consequence, with a floating population averaging twenty-seven thousand, there were only thirty-four cases of contagious diseases in 1874, and eighteen in 1875.

With the constant intercommunication of highly civilized life, it is not thought that we can entirely exclude contagious diseases from our communities, nor that we can exercise a military control over our school and the pupils in them; but that we can diminish in a very high degree the amount of infectious disease by carefully guarding our schools, there can be no doubt. Nor do I maintain, said he, that excellent results cannot be attained in any other way than by a medical inspector. I only wish to state my strong conviction, that there is no other so efficient or speedy a method.

The second point to which he referred was the bad air, and bad habits of study, in many of our schools. He thought, that, if compelled to spend his working-hours in a similar atmosphere, he would not accomplish more than one-half of what he now does, and was sure that he could not perform three-fourths of his daily tasks. That over-study was productive of harm in many cases, he had no doubt; but, so far as his own direct experience goes, he had seen many more cases of ill-health in teachers and pupils, from bad habits of study, improper methods of living, including diet, long hours, overheated and badly ventilated schoolrooms, &c. The field of a medical inspector in this great work would be almost unlimited: the good he might do was not likely to be overestimated.

Remarks of O. F. Wadsworth, M.D.

O. F. Wadsworth, M.D., said that there had been a great deal written upon the subject of the increase of near-sightedness during the years of school-life, and that it was therefore unnecessary to make any lengthy allusion to the subject. It must be assumed that the commu-

nity are now aware that near-sightedness is a disease, and not (as was formerly thought) an advantage. Investigations of many series of cases had shown conclusively that near-sightedness was produced and increased during the years of school-life; and, while it could not positively be affirmed that near-sightedness might not have been produced during these years without school-influences, still there was every reason to believe that poor light and poor hygienic conditions, faulty positions, too long confinement, &c., did have a powerful influence in promoting this affection.

But, besides near-sightedness, there are several other diseases of the eye, very common in school-children, and frequently leading to permanent impairment of sight, which, if not directly caused, are at least promoted and kept up by the same injurious conditions above alluded to. In his experience, while many teachers appeared to be considerate to children who had ocular affections, he had known instances where children had been kept after school for not knowing their lessons, when the cause of their shortcoming was a great imperfection of sight; also other instances, where affections of the eyes were caused by sunlight having been allowed to fall directly upon their books and desks during school-hours. Although these conditions were not such as could not be remedied without the appointment of a medical inspector, yet he believed that such an appointment would remedy them much more quickly, and that the opinion of such an official would carry great weight with the teachers.

Remarks of James Waldock, M.D.

James Waldock, M.D., was the last speaker, his remarks being, in the main, a summary of the opinions previously submitted.

The Committee then adjourned.

Project of a Law establishing the Office of Medical Inspector of Schools.

First, He shall be appointed by the Department of Public Instruction.

Second, Term of office three years.

Third, Must be a physician.

Fourth, Is expected to devote his entire time to the duties of this office.

Fifth, Salary three thousand dollars, payable quarterly, plus necessary expenses for clerical labor and travel.

Sixth, He shall take cognizance of the interests of health among the teachers and children of the public schools.

Seventh, He shall make sanitary investigations in respect to school houses and grounds, and to all circumstances connected with the management and instruction of schools, which may appear to influence the health of scholars or teachers.

Eighth, He shall make himself acquainted with the means employed in other States for preserving the health of the inmates of schools.

Ninth, He shall seek to trace the origin and mode of extension of epidemic or other diseases among inmates of schools, and to point out measures for the arrest or prevention of such diseases.

Tenth, He shall from time to time inform the Department of Public Instruction of the results of the aforesaid investigations, and shall suggest to the said department such modifications of the system of instruction and management existing in the schools of this State as in his opinion would conduce to the improvement of the health of teachers and scholars.

Eleventh, He shall further, in the month of January of every year, present to the Department of Public Instruction a written report of his doings and investigations in the line of his duty, as aforesaid, for the year ending with the 31st of December next preceding.

Twelfth, He shall gather, and from time to time shall present to the department, such information in respect to the interests of the public schools as he may deem proper for diffusion among the people.

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[SECRETARY'S CIRCULAR No. 6, 1966-1967.]

BOSTON SCHOOL COMMITTEE

SCHEDULE OF SALARIES FOR TEACHERS, MEMBERS OF THE SUPERVISING STAFF AND CERTAIN OTHERS

1967–1968 SCHOOL YEAR

PROVISIONS FOR STARTING AT A SALARY HIGHER THAN MINIMUM

EFFECTIVE FOR THE 1967–1968 SCHOOL YEAR ONLY

Sect. 332. 1. Teachers, members of the supervising staff and school nurses shall enter the service upon the minimum salary of their respective ranks, except as hereinafter provided.

2 (a). If such teachers and members of the supervising staff are receiving a salary equal to or in excess of the minimum salary of the rank to which they may be appointed, they shall be placed upon that year of the schedule which most nearly approaches, but is not less than the salary they are receiving in a teaching position at the time of their appointment; provided, that salaries may be based upon the regular annual compensation received in positions identical with or definitely related to the instruction which teachers are to give, up to but not in excess of the maximum of this salary schedule.

2 (b). If school nurses are receiving a salary equal to or in excess of the minimum salary of the rank to which they may be appointed, they shall be placed upon that year of the salary schedule which most nearly approaches but is not less than the salary they are receiving at the time of appointment, up to but not in excess of the maximum of this salary schedule.

2 (c). Teachers and school nurses appointed to permanent service shall be placed upon that year of the salary schedule to which their years of permanent, permanent substitute, and temporary service in the Boston public schools entitle them. For salary purposes, one hundred twenty (120) days within a school year shall be credited as one year's teaching experience.

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SCHEDULE OF SALARIES FOR TEACHERS, MEMBERS OF THE SUPERVISING STAFF AND CERTAIN OTHERS.

1967 — 1968 SCHOOL YEAR.

In School Committee, March 27, 1967,
July 17, 1967, July 31, 1967, September 18, 1967.

1. ORDERED, That, in adopting this salary schedule the School Committee reserves the right, in the event that the General Court of Massachusetts does not grant the School Committee power to appropriate, or the Mayor and City Council of Boston do not appropriate, a sum sufficient in the opinion of the School Committee to pay in full the salaries specified in this salary schedule, to revise this salary schedule at any time between September 1, 1967, and August 31, 1968, both inclusive, by making such reductions therein as would amount in effect to no more than the amount by which this salary schedule exceeds the salary schedule of September 1, 1966.

2. ORDERED, That, effective September 1, 1967, the salaries of teachers, members of the supervising staff and others are hereby established for the school year September 1, 1967 to August 31, 1968, inclusive, in accordance with the following schedule and subject to the following adjustments or limitations:

GROUP 1

Ranks

Teachers
Assistant Instructors
Guidance Advisers
Instructors
Junior Masters
Librarians
Masters
Senior Assistants
Senior Instructors
Trade Assistants

SALARY

Step	Bachelor's or Equivalent	Master's or Equivalent	Master's and 30 Credits	Doctorate
1	$6,000	$6,500	$7,000	$7,500
2	6,400	6,900	7,400	7,900
3	6,800	7,300	7,800	8,300
4	7,200	7,700	8,200	8,700
5	7,600	8,100	8,600	9,100
6	8,000	8,500	9,000	9,500
7	8,400	8,900	9,400	9,900
8	8,800	9,300	9,800	10,300
9	9,300	9,800	10,300	10,800
10	10,000	1,0500	11,000	11,500

Master's Degree

Provided That (1) The person holds a Master's Degree granted in course prior to September 1, 1958, or a Master's Degree granted in course after said date by an educational institution approved by the School Committee;

Or (2) The person has served fifteen years under one of the following Certificates:
Certificate IV — High School, or
Certificate XI — Special, Valid in Day High Schools, or
Certificate XXVIII — Boston Business School, or
Certificate XXXI — High School, Women, or
Certificate XXXI or XXXI-B — Day and Evening Industrial Schools, or
Certificate XXXVI — School Librarian;

Or (3) The person is now serving under Certificate XXXI. High School, Women, or Certificate XXXI or XXXI-B. Day and Evening Industrial Schools and holds a Bachelor's Degree or is now serving under one of the Certificates aforementioned in this clause after having served under Certificate XXX and has completed in the aggregate fifteen years of service under said Certificates XXX, XXXI, or XXXI-B;

Or (4) The person is serving under Certificate IV — High School Military Science and holds in the armed forces of the United States the rank of Major or Lieutenant Commander or a higher rank;

Or (5) The person is serving under Certificate XI — Special, Assistant Director of Music.

Master's + 30 hours

Provided, That the requirements of Order 15 of this salary schedule are met.

Doctor's Degree

Provided, That the requirements of Order 14 of this salary schedule are met.

GROUP 2

RANKS

Assistant Principals
Division Foremen
Division Heads
Guidance Counselors
Heads of Department
Research Assistants
School Adjustment Counselors
Shop Foremen
Supervisors
Teacher Coordinators

SALARY

Base	Master's and 30 Credits	Doctorate
$11,800	$12,300	$12,800

Master's + 30 hours

Provided, That the requirements of Order 15 of this salary schedule are met.

Doctor's Degree

Provided, That the requirements of Order 14 of this salary schedule are met.

GROUP 3

RANKS

Coordinators

SALARY

$12,040

GROUP 4-A

RANKS

Assistant in Charge

Assistant Directors:

Department of Elementary Supervision
Department of Home Economics
Department of Physical Education
Department of Special Classes
Department of Teacher Placement
Department of Vocational Education and Industrial Arts

SALARY

*Ratio 1.255	$13,178

* Ratios are based on Group I, Master's maximum − $10,500 = 1

GROUP 4-B

RANKS

Assistant Head Masters

Director:

Educational Publications and Informational Services

SALARY

Ratio 1.32 $13,860

GROUP 5-A

RANKS

Assistant Director:

Department of Audio-Visual Instruction
Data Processing Center
Department of Kindergartens
Neighborhood Youth Corps
Office of Program Development — Early Childhood

SALARY

Ratio 1.375 — 11 months $14,438

GROUP 5-B

RANKS

Directors:

Distributive Education
Department of Educational Investigation and Measurement
Department of Fine Arts
Department of Home Economics
Instruction of Physically Handicapped Children
Department of Music Education
Department of Special Classes
Department of Speech and Hearing

SALARY

Ratio 1.4 $14,700

GROUP 6-A

RANKS

Assistant Directors:

Apprenticeship and Journeyman Classes
Department of Compensatory Services
Manpower Development and Training Act, Surplus Government Property
Office of Program Development — except Early Childhood
Project Director, Title III
Shop Superintendent

SALARY

Ratio 1.425 — 11 months $14,963

GROUP 6-B

Ranks

Associate Directors:
- Department of Adult Educational and Recreational Activities
- Department of Physical Education
- Office of Program Development

Salary

Ratio 1.45 — 11 months $15,225

GROUP 7

Ranks

Examiners

Directors:
- Department of Audio-Visual Instruction
- Department of Business Education
- Data Processing Center
- Department of Elementary Supervision
- Department of Kindergartens
- Neighborhood Youth Corps
- Department of Pupil Adjustment Counseling
- Department of Safety
- Department of Science
- Department of Statistics
- Department of Teacher Placement
- Department of Guidance

Salary

Ratio 1.55 — 11 months $16,275

GROUP 8

Ranks

Head Masters
Principals

Salary

Ratio 1.60 — 11 months $16,800

GROUP 9

Ranks

Chief Examiner

Directors:

Department of Adult Educational and Recreational Activities

Department of Compensatory Services

Department of Physical Education

Office of Program Development

Department of Vocational Education and Industrial Arts

Salary

Ratio 1.60 — 11 months $16,800

GROUP 10

Ranks

Provisional Teachers: $5,500 per year

Temporary Teachers: $24.00 per day

Teachers, instruction of physically handicapped children, per $2\frac{1}{2}$ hour session: $12.00
(Not to exceed two sessions per day.)

Teachers, Classes in Lipreading, per $2\frac{1}{2}$ hour session: $12.00
(Not to exceed two sessions per day.)

Special Assistants — Day School for Immigrants, per $2\frac{1}{2}$ hour session: $12.00

Provisional Teachers, kindergarten, one-session: $2,750 per year

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GROUP 11

Rank

Assistant Librarians

Salary

$7,000

GROUP 12

RANK

School Nurses

SALARY

Step	Bachelor's Degree or Other Certification	Master's Degree
1	$6,000	$6,500
2	6,288	6,788
3	6,576	7,076
4	6,864	7,364
5	7,152	7,652
6	7,440	7,940
7	7,728	8,228
8	8,016	8,516
9	8,304	8,804
10	8,592	9,092
11	8,880	9,380

Provided that, The person holds a Master's Degree granted in course prior to September 1, 1958, or a Master's Degree granted in course after said date by an educational institution approved by the School Committee

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GROUP 13

RANK

Department of School Health Services: Supervising Nurses

SALARY

$10,440

GROUP 14

RANK

Department of School Health Services: Chief Supervising Nurse

SALARY

$11,340

MISCELLANEOUS

LATIN AND DAY HIGH SCHOOLS

Teachers Specially Assigned

To coordinators in state-aided cooperative industrial courses in day high schools; teacher coordinator, practical nursing, Trade High School for Girls; and division heads in Boston Trade High School in addition to the regular salary of their rank, per day of actual service during the summer term . . $25.00

To teachers in agricultural courses in day high schools assigned to summer supervision of agricultural pupil work, in addition to the regular salary of their rank, per day of actual service during the summer term $21.00

To teachers in practical nursing classes in Trade High School for Girls assigned to summer supervision of practical nursing pupil work, in addition to the regular salary of their rank, per day of actual service during the summer term 21.00

DEPARTMENT OF VOCATIONAL EDUCATION AND INDUSTRIAL ARTS

Gardening

Supervisors, per day	$40.00
Garden Assistants, per day	30.00
Bus Driver to Woburn Gardens, per day	35.00
Secretary, per hour	3.00

DEPARTMENT OF SCIENCE

Junior High School Maintenance Assistant, per year . . . $7,800

DEPARTMENT OF PHYSICAL EDUCATION

Athletic Games and Contests

Teachers and Others Employed After Regular School Hours or on Other Than School Days

Track

Starter, per session	$7.00
Starter, Regimental Meet, District Meet, and Relay Carnival, per session	12.00
Physician, per session	15.00
Referee, Clerk of Course, Manager, Scorer — per session	7.00
Assistant Clerk of Course, Judges, Timers, Dressing Room Guards, Ticket Sellers — per session	6.00
Press Boys, per hour	1.50

Baseball

Officials, per seven-inning game	$12.00
Officials, per nine-inning game	15.00
Umpires, per seven-inning game	8.00

Football

Officials, Junior Varsity, per game	$15.00
Officials, Varsity, per game	20.00
Officials, Columbus Day, per game	35.00
Officials, Veterans Day, per game	35.00
Officials, Thanksgiving Day, per game	50.00
Officials, Saturday, per game	25.00
Physicians, per day	30.00
Taper, per day	20.00
Manager, per day	7.50
Assistant Manager, per day (Thanksgiving Day)	6.00
Dressing Room Guards, per day	6.00
Attendants, Streetcars and Games, per day	6.00
Press Boys, per hour	1.50

Hockey

Officials, per day	$17.50
Physicians, per day	20.00
Manager, per day	7.00
Dressing Room Guards, per day	6.00
Goal Judges, per game	3.00

Basketball

Officials, class A school, per game	$17.50
Physicians, per day	15.00
Umpires, per game	8.00
Press Boys, per hour	1.50

Golf

Instructor, per day	$10.00

Teacher Coaches

Teacher Coaches or Coaches in Latin and Day High School:	
Football, per day	$15.00
Other sports, per day	12.00
Assistant Teacher Coaches in Latin and Day High Schools, per day	11.00
Teacher Coaches, Junior High Schools, per day	10.00
Play Teachers, per day	10.00

DEPARTMENT OF ADULT EDUCATIONAL AND RECREATIONAL ACTIVITIES

Evening High Schools

Principals, per hour	$10.00
First Assistant, per hour	8.00
Assistants, per evening (three hours)	21.00
Laboratory Assistants, per evening (three hours)	15.00
Clerical Assistants, per evening (three hours)	12.00

Evening Trade School

Principal, per hour	$10.00
First Assistant, per hour	8.00
Assistants, per evening (three hours)	21.00
Clerical Assistants, per evening (three hours)	12.00
Toolkeepers, per evening (three hours)	7.00

Evening Elementary Schools

Principals, per hour	$10.00
Supervisors, Division B Classes, per evening (three hours)	24.00
Supervisors, Division C Classes, per evening (three hours)	24.00
First Assistants, per hour	8.00
Assistants, per evening (three hours)	21.00
Clerical Assistants, per evening (three hours)	12.00

Summer Review High Schools

Principals, per hour	$10.00
First Assistants, per hour	8.00
Assistants, per session (four hours)	28.00
Clerical Assistants, per session (four hours)	16.00
School Nurses, per session (four hours)	22.00

Summer Review Junior High Schools

Principals, per hour	$10.00
First Assistants, per hour	8.00
Assistants, per session (three hours)	21.00
Clerical Assistants, per session (three hours)	12.00
School Nurses, per session (three hours)	16.50

School Centers

Managers, per session	$25.00
Special Manager, Home and School Association, per year	8,500.00
Club Leaders, per session	15.00
General Helpers, Matrons and Other Miscellaneous Workers, per session	13.00
Special Manager for School Centers, per year	3,000.00
Managers (non-center night supervision), per night	25.00

Additional Use of School Premises

Attendants, per session	$13.00
Attendants, gymnasium, per session	15.00

2-A. ORDERED, That every person who, on September 1, 1967, is serving in a rank specified in the foregoing salary schedule shall be placed on the minimum salary of his grouping; provided, however, that the salary of no person shall be reduced; and provided further, that nothing herein contained shall be construed to deprive any person of salary increases provided by other orders to be passed this day, or in the following orders.

2-B. ORDERED, That during the school year ending August 31, 1968, teachers, members of the supervising staff who on August 31, 1967, shall not have reached the maximum salary of their respective ranks, shall be advanced in accordance with the provisions of the regulations on their respective anniversaries by the amount of the annual increment provided for in the foregoing schedule until the maximum of their respective ranks is reached; provided that the final increment shall be such as shall place the person upon the maximum salary of his rank.

2-C. ORDERED, That, effective September 1, 1967, teachers and nurses appointed heretofore or hereafter who obtain a master's degree granted in course be placed on the step of the higher schedule for teachers or nurses which is the same step they hold in the lower schedule for teachers or nurses.

2-D. ORDERED, That, effective September 1, 1967, all teachers, nurses and members of the supervising staff who on August 31, 1967, were serving in the ranks listed in this salary schedule and who are below the maximum salary of the salary schedule adopted, be placed on that step to which their years of service in their groups entitle them.

2-E. ORDERED, That, effective September 1, 1967, all teachers, nurses and members of the supervising staff on maximum salary on August 31, 1967, shall be advanced to the maximum salary of their respective groups.

TEMPORARY EMPLOYEES

3. ORDERED, That the compensation of the temporary employees listed below be established as indicated for the period September 1, 1967 through August 31, 1968.

Boston Vocational Technical Institute

Technical Instructors, per hour	$6.50

Apprenticeship and Journeyman Classes

First Assistants, per hour	$7.50
Instructors, per hour	6.50
Assistant Instructor, per hour	3.00
Clerical Assistant, per hour	4.00
Toolkeepers, per hour	2.00

Part-Time Trade Preparatory Classes

Instructor, per eight-hour session	$36.00
Toolkeeper, per three-hour session	6.00

Distributive Education

Instructor, per one-hour session	$8.00

George Robert White Fund Stadium

Laborers, per day		$15.00
Ticket Sellers	per day	7.50
	Saturdays, Sundays, holidays	10.50
Ticket Takers	per day	6.50
	Saturdays, Sundays, holidays	8.50
Matrons	per day	6.50
	Saturdays, Sundays, holidays	8.50
Dressing Room Guards, per day		6.00
Head Cafeteria Attendants, per hour		2.50
Cafeteria Attendants, per hour		2.00
Auditor, per hour of overtime service		6.00
Assistants to Auditor, per hour of overtime service		5.00
Gardener, per hour of overtime service Storekeeper, per hour of overtime service Storeroom Helper, per hour of overtime service		3.00
Clerk, per hour of overtime service		4.00

Miscellaneous

Conductors of city-wide music groups, per hour (Not to exceed 60 hours in one school year)	$9.00
Assistant Conductors of city-wide music groups, per hour (Not to exceed 60 hours in one school year)	7.00
Teachers employed after school hours for instruction of speech and/or hearing handicapped children, per hour of instruction (Not to exceed 5 hours per week)	6.00
Teachers employed after school hours in the instruction of physically handicapped children, per one-hour session (Not to exceed two sessions per day)	6.00
Assistant Librarians, per day	21.00
Attendant, M. Gertrude Godvin School, per hour or fraction thereof (Not to exceed eight hours per day)	1.50

School Nurses and Others

School Nurses, per day	$23.00
Testers of Vision and Hearing, per day	23.00

Student Assistants and Toolkeepers	
Student Assistants, Mechanical Departments, High Schools, per day Student Assistants, Art or Industrial Departments, High Schools, per day	$11.00
Toolkeepers, High Schools, per day	15.00
Pupil Assistants	
Pupil Laboratory Assistants, Latin and Day High Schools, per hour	
Pupil Shop Assistants, Day and Trade High Schools, per hour	$1.50
Pupil Readers to Former Pupils of Conservation of Eyesight Classes, Day High Schools, per hour	

4. ORDERED, That, for the year ending August 31, 1968, any person serving in the capacity of intern shall be paid a monthly salary of five hundred dollars ($500.00).

5. ORDERED, That, for the year ending August 31, 1968, any teacher or member of the supervising staff who may be designated by the Superintendent in accordance with the regulations to act in the position of a head master, assistant head master, shop superintendent, principal of a school or district, or of a director, associate director, chief examiner, or chief supervising nurse, for a continuous period exceeding two weeks, shall be paid at the rate of ten dollars ($10.00) per day of service in addition to the regular salary of his rank. A teacher or member of the supervising staff who may be similarly designated to act in the position of assistant director; assistant in charge; supervisor, physically handicapped children; head of department; head instructor; coordinator; guidance counselor; division head; division foreman; assistant principal; assistant principal, special classes; shop foreman; or supervising nurse shall be paid at the rate of five dollars ($5.00) per day for each day of service, in addition to the regular salary of his rank.

6. ORDERED, That, for the year ending August 31, 1968, any master, junior master or teacher, Latin and Day High Schools, who may be designated by the Superintendent in accordance with the regulations as acting head of a department wherein there are not less than fifteen hundred pupil hours in foreign (including ancient) languages, taught by at least three teachers, whole or part time, or of any other department wherein there are not less than two thousand pupil hours, taught by at least four teachers, whole or part time, shall be paid at the rate of five dollars ($5.00) per day for each day of service, in addition to the regular salary of his rank.

7. ORDERED, That, for the year ending August 31, 1968, any teacher who may be designated by the Superintendent as teacher in charge of a building where there is no permanent assistant principal, assistant head master, head of department or coordinator or as teacher in charge of an elementary unit in a junior high school, high school, or in an elementary school in a district not including such unit where there are at least four

classes shall be paid at the rate of five dollars ($5.00) per day for each day of service in addition to the regular salary of his rank; or any teacher assigned in charge of a high school annex shall be paid at the rate of ten dollars ($10.00) per day for each day of service in addition to the regular salary of his rank; or any teacher designated in charge of the Boston Vocational Technical Institute shall be paid at the rate of ten dollars ($10.00) per day for each day of service in addition to the regular salary of his rank; or any teacher appointed or assigned to the Boston Vocational Technical Institute shall be paid at the rate of six dollars ($6.00) per day for each day of service in addition to the regular salary of his rank.

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8. ORDERED, That, for the year ending August 31, 1968, the Superintendent is hereby authorized to fix the compensation of all persons giving lectures and improvement courses for teachers other than those whose compensation is fixed in the salary schedule for teachers and members of the supervising staff, with the approval of the School Committee.

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9. ORDERED, That, for the year ending August 31, 1968, the Head Master, Shop Superintendent, Heads of Department, Guidance Counselor, Division Heads, Division Foreman and permanent teachers appointed or assigned for full-time service as classroom teachers at the Boston Trade High School, shall be paid at the rate of five hundred dollars ($500.00) per year in addition to the regular salaries of their several ranks.

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10. ORDERED, That, for the year ending August 31, 1968, the Head Master, Heads of Department, Teacher Coordinator, Guidance Counselor and permanent teachers appointed or assigned for full-time service as classroom teachers at the Trade High School for Girls, shall be paid at the rate of five hundred dollars ($500.00) per year in addition to the regular salaries of their several ranks.

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11. ORDERED, That, for the year ending August 31, 1968, the Principal, Assistant Principal and permanent teachers appointed or assigned for full-time service as classroom teachers in the Horace Mann School for the Deaf, and the Director, Assistant Director, Supervisor of Handicraft, Guidance Adviser and permanent and provisional teachers appointed or assigned for full-time service as classroom teachers in the Department of Special Classes, and approved by the State Department of Education, shall be paid at the rate of five hundred dollars ($500.00) per year in addition to the regular salary of their several ranks.

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12. ORDERED, That, for the year ending August 31, 1968, the Principal, Assistant Principal and permanent teachers appointed or assigned for full-time service as classroom teachers at the M. Gertrude Godvin School shall be paid at the rate of five hundred dollars ($500.00) per year in addition to the regular salary of their several ranks.

13. ORDERED, That, Francis J. Harrigan, Trade Instructor, Boston Trade High School, formerly shop foreman, Department of Vocational Education and Industrial Arts, effective September 1, 1967, shall receive the same salary as shop foremen.

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14. ORDERED, That, an increment of five hundred dollars ($500.00) be granted to those persons above Group 2 who possess earned doctorate degrees from institutions of higher learning accredited by the School Committee of the City of Boston.

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15. ORDERED, That, an increment of five hundred dollars ($500.00) be granted to those teachers in Groups 1 and 2, who possess a master's degree and have earned a total of thirty (30) additional graduate credits prior to September 1, 1967 from an institution of higher learning accredited by the School Committee of the City of Boston.

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16. ORDERED, That, for the year ending August 31, 1968, all teachers assigned to work in the Data Processing Center during the summer season be paid at the rate of six dollars ($6.00) per hour, not to exceed six (6) hours per day. They may be employed no more than five (5) days after the close of school nor more than five (5) days before school opening at the discretion of the Director.

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17. ORDERED, That, for the year ending August 31, 1968, any persons in Groups 1 and 2 of this salary schedule assigned by the Superintendent to serve in the Model Demonstration Subsystem shall be paid their basic salary plus ten percent (10%) for eleven months' regular service.

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18. ORDERED, That teachers who have served one hundred and twenty (120) days in the school year of their appointment shall advance a step on the salary schedule, to the maximum, in each September following their appointment.

All other persons will advance a step on the salary schedule, to the maximum, on the first day of the month of their appointment in each year.

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19. ORDERED, That teachers in the Title I Elementary and Secondary Education Act Projects shall be paid at the rate of seven dollars ($7.00) per hour for overtime service.

20. ORDERED, That, for the year ending August 31, 1968, the Director, Work Study Program, shall be paid the salary for Group 5-A ($14,438) in this salary schedule for eleven months' service.

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21. ORDERED, That, for the year ending August 31, 1968, the Job Supervisor, Work Study Program, shall be paid the salary for Group 2 ($11,800) plus ten percent (10%) for eleven months' service.

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22. ORDERED, That, for the year ending August 31, 1968, the Office Manager, Office of Program Development, shall be paid the salary for Group 5-A ($14,438) in this salary schedule for eleven months' service.

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23. ORDERED, That, for the year ending August 31, 1968, each person assigned as Supervisor of Manpower Development and Training classes shall be paid the maximum salary of Group 2 ($11,800) plus ten percent (10%) for eleven months' service.

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24. ORDERED, That, for the year ending August 31, 1968, the Coordinator, Title III, shall be paid the salary for Group 6–B ($15,225) in the salary schedule for eleven months' service.

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25. ORDERED, That, for the year ending August 31, 1968, the Project Director, Title III, shall be paid the salary for Group 6–A ($14,963) in the salary schedule for eleven months' service.

City of Boston
Printing Section

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